

**ORCUTT UNION SCHOOL DISTRICT**

Regular Meeting of the Board of Trustees

Wednesday, June 8, 2022

District Office Board Room

500 Dyer St., Orcutt, CA 93455

**Open Session at 6:00 p.m. (for purposes of opening meeting only)**

**Closed Session at 6:05 p.m.**

**Reconvene in Open Session at 6:30 p.m.**

**I. OPEN SESSION 6:00 PM**

A. Call Meeting to Order

B. Pledge of Allegiance

C. Adoption of June 8, 2022 Agenda

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

D. Identify Closed Session Topics: the Board will adjourn to Closed Session to address the items listed under III. A-G below.

**II. PUBLIC COMMENT REGARDING CLOSED SESSION ITEMS**

General public comment on any closed session item will be heard. Speakers are allowed a maximum of three (3) minutes to address the Board on any items within the Board's jurisdiction in accordance with the Brown Act. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting. The Board may limit comments to no more than 30 minutes pursuant to Board Policy.

A. Motion to Adjourn to Closed Session

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**III. ADJOURN TO CLOSED SESSION**

A. Conference with Legal Counsel Regarding Existing Litigation pursuant to California Government Code section 54956.9(d)(1): 3 Cases

B. Conference with Legal Counsel Regarding Anticipated Litigation.

1. Significant exposure to litigation pursuant to California Government Code, section 54956.9(2) or (3)

C. Conference with Labor Negotiator. Agency representative, Susan Salucci, Assistant Superintendent of Human Resources. Employee Organization: Orcutt Educators Association; California School Employees Association.

D. Conference with Labor Negotiator. Agency representative: Dr. Holly Edds, Superintendent. Employee Organization: Unrepresented employees

E. Conference with Labor Negotiator. Agency representative: Board President  
Unrepresented employees: Superintendent

F. Public Employee Discipline/Dismissal/Release/Complaint

G. Public Employee Evaluation of Performance

H. Student Discipline or Other Confidential Student Matters

**IV. RECONVENE TO PUBLIC SESSION 6:30 PM**

- A. Motion to Reconvene to Public Session  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
- B. Report of Action Taken in Closed Session

**V. COMMUNICATIONS/DISCUSSION/INFORMATION**

- A. Reports and Presentation
1. OAHS ASB Update
  2. Superintendent's Report
- B. Items from the Board
- C. Written Communication: review and discuss communication from individuals and/or organizations regarding the District's programs and services.

**VI. PUBLIC COMMENT PERIOD**

The Board of Trustees welcomes comments about items appearing or not appearing on tonight's agenda. The audience members wishing to address the Board during the Public Comment segment of the agenda are reminded to fill out a *Public Comment Form*, which can be obtained from Julie Payne and submitted prior to the time the presiding officer calls for Public Comment. Requests to speak can also be emailed to Julie Payne at [jpayne@orcutt-schools.net](mailto:jpayne@orcutt-schools.net) and state that you want to make a public comment and indicate what agenda item you would like to speak about. An item not on the agenda must be addressed during the Public Comment segment of the agenda.

A maximum of thirty (30) minutes is set aside for Public Comment; speakers are allowed a maximum of three (3) minutes to address the Board on any item within the Board's jurisdiction in accordance with the Brown Act. The Board will limit any response to public comment to brief statements, referral to staff, or referral to a future board meeting.

**VII. CONSENT AGENDA**

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless requested because the Board receives Board agenda backup information ahead of scheduled meetings. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent Calendar approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Approval of May 11, 2022 Regular Board Meeting Minutes
- D. Approval of Warrants
- E. Board Bylaw 9322 Agenda/Meeting Materials, for the second reading
- F. Board Policy 5111 Admission, for the second reading

- G. Board Policy 6173 Education for Homeless Children, for the second reading
- H. Board Policy 4030 Nondiscrimination in Employment, for the second reading
- I. MOU Between OUSD and Santa Maria Valley Physical Therapy for Athletic Trainer Coverage
- J. DWK Agreement for Professional Services
- K. Lunch Assist Agreement for 2022-2023
- L. Memorandum of Understanding Between OUSD and OEA Regarding Credit for Outside Years of Experience
- M. Copier Lease Agreement for 2022-2023
- N. OAHS Dance Team Overnight Trip to Burbank, July 21-24, 2022

It is recommended that the Board of Trustees approve the Consent Agenda Items A-M, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**VIII. ITEMS SCHEDULED FOR ACTION**

**A. GENERAL**

- 1. Acceptance of Gift: Santa Barbara County Resource Recovery & Waste Management Division

It is recommended that the Board of Trustees accept a water bottle filtration station/drinking fountain with a value of \$2,466.07 to Joe Nightingale School for students to refill water bottles at school from the Santa Barbara County Resource Recovery & Waste Management Division, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

- 2. Acceptance of Gift: Anonymous Donation to Alice Shaw Elementary

It is recommended that the Board of Trustees accept an anonymous donation to Alice Shaw Elementary School to help students that cannot afford to purchase yearbooks in the amount of \$600, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**B. BUSINESS SERVICES**

- 1. **Information Only:**

Staff will present a draft of the 2022-2023 District Budget, which will be submitted for approval at the June 16, 2022, Special Board Meeting.

- 2. **Public Hearing:**

2022-2023 Orcutt Union School District Budget

- 3. Resolution No.19 2022-2023 Fund Balance GASB 54

It is recommended that the Board of Trustees adopt Resolution No. 19, 2022-2023 Fund Balance GASB 54, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

4. Resolution No. 20 Orcutt Union School District Education Protection Account (EPA) Requirements  
 It is recommended that the Board of Trustees adopt Resolution No. 20 Orcutt Union School District Education Protection Account, as submitted.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
5. Award Bid for the Orcutt Academy High School Multi-Use Building Project  
 It is recommended that the Board of Trustees award the construction bid for the Orcutt Academy High School Multi-Use Building Project to Quincon for \$9,449,045, as they are the lowest, responsive, and responsible bidder.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
6. Approve the Orcutt Academy High School Multi-Use Building Measure G Bond Project Budget  
 It is recommended that the Board of Trustees approve the estimated budget of \$11,869,751 for the Orcutt Academy High School Multi-Use Building Project, as submitted.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
7. Approve the Professional Service Agreement with Kenco Construction Services Inc. to Provide DSA Inspection Services for the Orcutt Academy High School Multi-Use Building Project  
 It is recommended that the Board of Trustees approve the Professional Services Agreement with Kenco Construction to provide DSA Inspection services for the OAHS Multi- Use Building project, as submitted.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
8. Approve the Professional Services Agreement with Soils Engineering, Inc. to Perform Materials Testing and Special Inspection Services for Orcutt Academy High School Multi-Use Building Project  
 It is recommended that the Board of Trustees approve the Professional Services Agreement with Soils Engineering, Inc. to provide Materials testing and Special Inspection Services for the OAHS Multi-Use Building project, as submitted.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
  
9. Approve Cooperative Purchasing Agreement for Playground Equipment at Olga Reed Elementary School  
 It is recommended that the Board of Trustees approve the Cooperative Purchasing Agreement for Playground Equipment at Olga Reed Elementary School via Landscape Structures in the amount of \$196,451.38, as submitted.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_



10. Award Bid for Asphalt Repair and Replacement for the District Office Parking Complex  
 It is recommended that the Board of Trustees award the Bid for the Asphalt Repair and Replacement for the District Office Parking Complex to Ramsey Asphalt Construction for \$132,338, as they are the lowest, responsive, and responsible bidder.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
11. Approve Shade Structures at Alice Shaw, Patterson Rd., Joe Nightingale, and Olga Reed Elementary Schools  
 It is recommended that the Board of Trustees approve the Shade Structures at Alice Shaw, Patterson Rd., Joe Nightingale, and Olga Reed Elementary Schools in the amount of \$189,635.12, as submitted.  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
12. Approve Roofing Repairs at Orcutt Academy High School  
 It is recommended that the Board of Trustees approve the Roofing Repairs at Orcutt Academy High School, not to exceed \$200,000, as submitted  
 Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**C. EDUCATIONAL SERVICES**

**1. Information Only:**

Staff will present a draft of the 2022-2023 District’s Local Control Accountability Plan (LCAP) which will be submitted for approval at the June 16, 2022, Special Board Meeting.

**2. Public Hearing:**

2022-2023 District’s Local Control Accountability Plan (LCAP)

**3. Information Only:**

Staff will present a draft of the 2022-2023 Orcutt Academy Charter Local Control Accountability Plan (LCAP), which will be submitted for approval at the June 16, 2022, Special Board Meeting.

**4. Public Hearing:**

2022-2023 Orcutt Academy Charter Local Control Accountability Plan (LCAP)

**5. Approval of New Health Textbooks for Orcutt Academy High School**

It is recommended that the Board of Trustees adopt Comprehensive Health Skills for High School, 4<sup>th</sup> Edition, as the textbook for Orcutt Academy High School’s Health course, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

6. Approve the Move of the Orcutt School of Independent Study Program from the Casmalia Campus to the Ralph Dunlap Elementary School Campus

It is recommended that the Board of Trustees approve the move of the Orcutt School of Independent Study Program from the Casmalia Campus to the Ralph Dunlap Elementary School Campus, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

7. Board Policy 5141.21 Administering Medication and Monitoring Health Conditions

It is recommended that the Board of Trustees approve the revised Board Policy 5141.21 Administering Medications and Monitoring Health Conditions, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

8. Board Policy 5132 Dress and Grooming

It is recommended that the Board of Trustees approve the revised Board Policy 5132 Dress and Grooming, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**IX. GENERAL ANNOUNCEMENTS**

- A. Unless otherwise noticed, the next regular Board meeting is scheduled for August 10, 2022 and a Special Board meeting for June 16, 2022, beginning at 6:00 p.m., in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455.

**X. ADJOURN TO CLOSED SESSION (If Needed)**

- A. Motion to Adjourn to Closed Session  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
- B. Closed Session items described in Item III. above.43

**XI. RECONVENE TO OPEN SESSION (If Needed)**

- A. Motion to Reconvene to Open Session  
Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_
- B. Report of Action Taken in Closed Session

**XII. ADJOURN**

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's Office at (805) 938-8907. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting. All documents related to the open session agenda are available for review 72 hours prior to the meeting at the Orcutt Union School District Office, 500 Dyer Street, Orcutt, CA



## Orcutt Union School District

### Classified Personnel Action Report

June 8, 2022

TO: Holly Edds, Ed.D.

FROM: Susan Salucci, Assistant Superintendent/Human Resources

RE: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Atanasov, Richard	Technology	Computer Technician	24/6	8.0	\$4,850.00 per mo.	11/16/2022	Reclassified
Babb, Melissa	Patterson	Noon Duty Supervisor, Substitute	6		\$15.00 per hr.	04/20/2022	Substitute
Brieske, Matthew	Olga Reed	Custodian, Head	18/2	8.0	\$3,444.00 per mo.	07/01/2022	New hire
Butler, Brooke	Lakeview JH	Instructional Assistant, 1	12/6	3.5	\$20.73 per hr.	06/08/2022	Resignation
Campoamor, Dominic	Patterson	Child Nutrition Cashier	8/2	2.25	\$15.45 per hr.	05/31/2022	New hire
Davis, Chelsea	Orcutt Academy HS	Charter High School Athletic Coordinator	30/6	3.0	\$32.32 per hr.	07/01/2022	New hire
De Leon, Alfredo	Pine Grove	Custodian, Head	18/3	8.0	\$3,613.00 per mo.	06/11/2022	Promotion
Denbrook, Britanie	Nightingale	Instructional Assistant	8/4	3.75	\$17.03 per hr.	06/08/2022	Resignation
Dwyer, MaryJane	Human Resources	Administrative Assistant, Confidential	2/VI	8.0	\$2,000 annually	07/01/2022	Teacher Induction (modified amount)
Fuentes, Mario	Orcutt JH	Custodian, Night	17/2	8.0	\$3,357.00 per mo.	05/20/2022	Resignation
Garza, Isabelle	Olga Reed	Media Specialist	15/2	4.0	\$18.36 per hr.	06/30/2022	Resignation
Heisler, Brittany	Pine Grove	Instructional Assistant	12/1	3.5	\$16.24 per hr.	05/06/2022	Resignation
Leyva, Alysah	Dunlap	Instructional Assistant	12/1	3.5	\$16.24 per hr.	05/11/2022	Resignation
Paige, Jennifer	Patterson	Office Manager	22/2	8.0	\$21.83 per hr.	08/01/2022	Rehire
Penrod, Alicia	Pupil Services	Pupil Services Analyst	30/1	8.0	\$25.33 per hr.	07/01/2022	Promotion
Pounds, Patti	Nightingale	Instructional Assistant, 2	13/2	3.5	\$17.48 per hr.	04/25/2022	Resignation



## Orcutt Union School District

### Classified Personnel Action Report

June 8, 2022

TO: Holly Edds, Ed.D.

FROM: Susan Salucci, Assistant Superintendent/Human Resources

RE: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Thomas, Steven	Pine Grove	Instructional Assistant, 1	12/4	3.5	\$18.80 per hr.	05/18/2022	New hire
Thomas, Steven	Pine Grove	Instructional Assistant, 1	12/4	3.5	\$1,000 annually, prorated	05/18/2022	Educational Stipend, Bachelor's
Thomas, Steven	Pine Grove	Instructional Assistant, 1	12/4	3.5	\$18.80 per hr.	05/20/2022	Resignation
Trump, Clarissa	Pine Grove	Instructional Assistant, 1	12/6	3.5	\$20.73 per hr.	06/30/2022	Resignation
Vela, Ernesto	Operations	Warehouse Distribution Specialist	21/6	8.0	\$4,504.00 per mo.	07/01/2022	Promotion
Wright, Terry	Lakeview JH	Office Manager	22/4	8.0	\$25.28 per hr.	07/01/2022	Promotion
Emp. # 7						07/29/2022	Request Early Retirement Incentive Program
Emp. # 88						08/26/2022	Request Early Retirement Incentive Program
Emp. # 99						06/08/2022	Retirement
Emp. # 207						06/08/2022	Request Early Retirement Incentive Program
Emp. # 290						07/31/2022	Request Early Retirement Incentive Program
Emp. # 891						06/13/2022	Request Early Retirement Incentive Program
Emp. # 2150						05/27/2022	Release from probationary employment



# Orcutt Union School District

## Certificated Personnel Action Report

June 8, 2022

TO: Dr. Holly Edds, Superintendent

FROM: Susan Salucci, Assistant Superintendent / Human Resources

RE: Recommendations for Board Approval and Ratification

<b>NAME</b>	<b>SCHOOL</b>	<b>CLASS/STEP</b>	<b>SALARY</b>	<b>EFFECTIVE DATE</b>	<b>ACTION INFORMATION</b>
Alvarez, Scott	TBD	III	\$107,679	2022-23	Approval of Vice Principal
Beal, Donna	District	Hourly	\$50	7/23-8/6/21	Extended Learning Opportunity Summer School, 55 hrs
Bluem, Kristy	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Bornhoft, Kristin	Orcutt Academy HS	V-19	\$98,098*	2022-23	Approval of Part-Time Contract, 80%
Butterfield, Tanya	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Byrne, Jennifer	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Callis, Wendy	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Canby, Erin	Alice Shaw	III-1	\$52,056*	2022-23	Approval of Temporary Contract, Job Share, 40%
Carrier, Laura	Orcutt Academy K-8	Stipend	\$211	2021-22	Battle of the Books
Carter, Krista	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Clayton, Michelle	Orcutt Academy K-8	Stipend	\$1,437	2021-22	ASB Advisor
	District	Hourly	\$50	8/1-8/5/22	Extended Learning Opportunity Summer School, 25 hrs
Craft, Cheri	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 55 hrs
Cruz, Brandon	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Culbara, Graham	District	Hourly	\$50	7/25-8/5/22	Extended Learning Opportunity Summer School, 75 hrs
Day, Michelle	District	Hourly	\$50	6/10-7/8/22	ESY Special Ed Teacher, 100 hrs
Dayley, Kaitlin	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
DeLaRosa, Nallely	District	Hourly	\$50	6/10-7/8/22	ESY School Psychologist, 100 hrs
Dell'Armo, John	Orcutt Academy HS	Hourly	\$50	7/18-8/5/22	Summer Credit Recovery, 75 hrs
Doerksen, Allie	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs

\*To be prorated

<b>NAME</b>	<b>SCHOOL</b>	<b>CLASS/STEP</b>	<b>SALARY</b>	<b>EFFECTIVE DATE</b>	<b>ACTION INFORMATION</b>
Duft, Jamie	Ralph Dunlap	IV-2	\$56,349	2022-23	Completed units for movement
Dunne, Tony	District	Hourly	\$50	6/10-7/8/22	ESY Special Ed Adapted PE Teacher, 100 hrs
Elkin, Miranda	District	Hourly	\$50	7/22-8/5/22	Extended Learning Opportunity Summer School, 55 hrs
Emp # 510				3/10/22	39 month rehire, correction of date
Emp # 672				6/30/22	Resignation
Emp # 1700				7/8/22	Resignation
Emp # 1701				6/30/22	Resignation
Emp # 2091				6/30/22	Resignation
Espinoza, Gabriel	District	Hourly	\$50	6/10-7/8/22	ESY Special Ed Teacher, 100 hrs
Freitas, Jennifer	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Gonzalez, Gillian	District	Hourly	\$50	6/10-7/8/22	ESY Special Ed Teacher, 100 hrs
Hatamleh, Mayada	Orcutt JHS	III-3	\$55,605 \$7,500	2022-23	Approval of Probationary Contract Signing Bonus (paid of 2 years)
Johnson, Deanne	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Jones, Cara	District	Hourly	\$50	6/10-7/8/22	ESY Special Ed Teacher, 100 hrs
Joseph, Joy	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Karamitsos, Beth	District	Hourly	\$50	7/22-8/5/22	Extended Learning Opportunity Summer School, 55 hrs
Kozel, Aaron	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Lafin, Debra	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Lee, Mary	District	Hourly	\$50	6/9-6/24/22	Extended Learning Opportunity Summer School, 60 hrs
Levey, Tracy	Olga Reed / Orcutt AcademyK-8 District	Stipend	\$1,079	2021-22	Track Coach
		Stipend	\$1,079	2021-22	Track Coach
		Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Manich, Cher	District / Independent Study	VI-20	\$105,086*	2022-23	Teacher on Special Assignment, 70%
		III	\$107,679*		Approval Vice Principal, 30%
Martinez, Maritza	District	Hourly	\$50	6/10-7/8/22	ESY Special Ed Teacher, 100 hrs
May, Dawn	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Milanesa, Kateri	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Nishimori, Carole	District Independent Study	V-16	\$91,765	2022-23	Approval of Temporary Contract

\*To be prorated

<b>NAME</b>	<b>SCHOOL</b>	<b>CLASS/STEP</b>	<b>SALARY</b>	<b>EFFECTIVE DATE</b>	<b>ACTION INFORMATION</b>
Nordwall, Jubilee	District	Hourly	\$50	7/22-8/5/22	Extended Learning Opportunity Summer School, 55 hrs
Norling, Michaela	District	Hourly	\$50	6/10-7/8/22	ESY Special Ed Teacher, 100 hrs
Ortiz, Patricia	District	Hourly	\$50	6/9-8/5/22	Extended Learning Opportunity Summer School, 110 hrs
Pay, Eimile	Orcutt Academy HS	Hourly	\$50	7/25-8/5/22	Summer Credit Recovery, 50 hrs
Penk, Heather	Orcutt Academy HS	Hourly	\$50	7/18-7/22/22	Summer Credit Recovery, 25 hrs
Perez, Cecilia	District	Hourly	\$50	6/10-7/8/22	ESY Special Ed Teacher, 100 hrs
Phillips, Erica	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Pollock, Christin	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 55 hrs
Pugh, Caline	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Reed, Shannon	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Riezebos, Analise	Alice Shaw	VI-5	\$68,255	2022-23	Submitted Units for Movement w/ MA Degree
	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Riezebos, Devin	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Riggs, Isabel	Orcutt Academy K-8	Stipend	\$1,006	2021-22	Yearbook Advisor
Ruth, Amy	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Schmidt, Chris	Orcutt / Lakeview JH	Stipend	\$1,079 \$1,079	2021-22	Track Coach Track Coach
Segura, Monique	District	Hourly	\$50	6/9-8/5/22	Extended Learning Opportunity Summer School, 115 hrs
	Alice Shaw	VI-20	\$105,086	2022-23	Approval of OEA Release Time, Job Share, 60%
Sharpe, Jeri	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Shuffield, Jamie	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Siufanga, Ivana	Lakeview / Orcutt JHS	VI-1	\$59,802 \$7,500	2022-23	Approval of Probationary Contract Signing Bonus (paid of 2 years)
Sternjacob, Zachary	Lakeview JHS	Stipend	\$1,006	2021-2	Yearbook Advisor
Tindula, William	District	Hourly	\$50	6/10-7/8/22	ESY Special Ed Teacher, 100 hrs
Trenev, Valerie	District	Hourly	\$50	6/9-6/30/22	Extended Learning Opportunity Summer School, 60 hrs
Trotter, Crystal	District	Hourly	\$50	7/22-8/5/22	Extended Learning Opportunity Summer School, 55 hrs
Tymn, Elizabeth	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Voss, Caitlin	District	Hourly	\$50	7/22-8/5/22	Extended Learning Opportunity Summer School, 55 hrs

\*To be prorated

<b><i>NAME</i></b>	<b><i>SCHOOL</i></b>	<b><i>CLASS/ STEP</i></b>	<b><i>SALARY</i></b>	<b><i>EFFECTIVE DATE</i></b>	<b><i>ACTION INFORMATION</i></b>
Whitehair, Steven	District	Hourly	\$50	6/10-7/8/22	ESY Special Ed Teacher, 100 hrs
Wilkanoski, Lisa	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Winkelpleck, Dustin	District	Hourly	\$50	6/9-7/8/22	Extended Learning Opportunity Summer School, 110 hrs
Winters, Gabriella	District	Hourly	\$50	6/10-7/8/22	ESY Special Ed Teacher, 100 hrs

\*To be prorated



**ORCUTT UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
REGULAR MEETING MINUTES  
May 11, 2022**

**CALL TO ORDER**

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, May 11, 2022, in the District Board Room, beginning with Mark Steller calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Susan Salucci. It was moved by Liz Phillips seconded by Melanie Waffle to adopt the May 11, 2022 agenda. Members Present: Steller, Henderson, Morinini, Phillips and Waffle. Administrators Present: Edds, Salucci, Dana, and Knight.

**CLOSED SESSION PUBLIC COMMENTS**

None

**ADJOURN TO CLOSED SESSION**

It was moved by Melanie Waffle seconded by Liz Phillips and carried to adjourn to Closed Session at 6:01 p.m. Ayes: Steller, Henderson, Morinini, Phillips, and Waffle.

**RECONVENE TO PUBLIC SESSION**

The meeting reconvened to Public Session at 6:45 p.m. Mark Steller reported no action was taken during Closed Session.

**SUPERINTENDENT'S REPORT**

OAHS ASB President, Hannah Zuckerbraun, update the Board on various ASB activities including Prom and Graduation. The OAHS Spartatroniks Team gave a presentation about their success, which includes making it to the semi-finals in the Worlds Competition and receiving the prestigious Chairman's Award. The Board recognized and thanked our PTA Presidents, Kelly Strebe, Heidi Carlson, Maria Acosta, Tara Hendricks, Katie Smith, Jennifer Melena, Cynthia Melendez, Laura Richardson, Jacqui Banta, and Laura Beas for all their hard work and dedication to the Orcutt Union School District. Joe Dana, Assistant Superintendent, presented the Universal Pre-Kindergarten Plan, and Dr. Holly Edds updated the Board on various topics during the Superintendent's Report.

**ITEMS FROM THE BOARD**

Shaun Henderson thanked Principals, Cabinet, and the entire staff for connecting with students and making this year positive for everyone. Lisa Morinini was excited to share that Orcutt Jr. High held its first dance of the year, the Decades Dance, and it was a huge success and fun was had by all. Liz Phillips congratulated our ACSA award winners: Joe Schmidt, Brad Gitchell, and Dr. Holly Edds. Melanie Waffle expressed how happy she is to see that all of our campuses are looking fresh and updated and is excited for parents experience this as well Open House. Mark Steller reported that he made a pledge to visit every school before the end of the school year and he was proud to report that he was successful and had a great time seeing the fun and applicable lessons happening at our school sites.

**PUBLIC COMMENT**

Monique Segura, OEA President, updated the Board on various union happenings.

**CONSENT AGENDA ITEMS**

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Approval of April 13, 2022 Regular Board Meeting Minutes
- D. Approval of May 5, 2022 Special Board Meeting Minutes
- E. Approval of Warrants
- F. Los Olivos Interdistrict Attendance Agreement
- G. OAHS Overnight CIF Swim Games in Fresno, CA, May 6-7, 2022
- H. Williams Quarterly Report

It was moved by Shauna Henderson seconded by Lisa Morinini and carried to approve consent agenda items A-H, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

## **ACTION ITEMS**

### **Resolution No. 17 Order of Election**

It was moved by Shaun Henderson seconded by Lisa Morinini and carried to adopt Resolution No. 17, Order of Election, as submitted. Ayes: Steller, Henderson, Morinini, and Waffle. Absent: Phillips

### **Resolution No. 18 Candidate's Statements of Qualifications**

It was moved by Lisa Morinini seconded by Melanie and carried to adopt Resolution No. 18, Candidate's Statements of Qualifications, as submitted. Ayes: Steller, Henderson, Morinini, and Waffle. Absent: Phillips

### **Resolution No. 16 School Adoption of School Developer Fee Increase**

It was moved by Melanie Waffle seconded by Lisa Morinini and carried to adopt Resolution No. 16, School Adoption of School Developer Fee Increase, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle

### **Approve Professional Services Agreement with Kenco Construction Services Inc. to Provide DSA Inspection Services for the Olga Reed Elementary Modernization**

It was moved by Liz Phillips seconded by Shaun Henderson and carried to approve the Professional Services Agreement with Kenco Construction to provide DSA Inspection Services for the Olga Reed Elementary Modernization Project, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle

### **Approve Professional Services Agreement with Insight Environmental Services, Inc. to Provide Abatement Monitoring Services for the Olga Reed Modernization Project**

It was moved by Shaun Henderson seconded by Lisa Morinini and carried to approve the Professional Services Agreement with Insight Environmental to provide Abatement Monitoring Services for the Olga Reed Elementary Modernization Project, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

### **Approve the Child Nutrition Super Co-Op Contract for the 2022-2023 School Year**

It was moved by Melanie Waffle seconded by Liz Phillips and carried to approve the Super Co-Op Contract for the 2022-2023 school year as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

### **Public Hearing**

Initial Collective Bargaining Proposal with Orcutt Educators Association (OEA) for the 2022-2023 School Year

### **Public Hearing Comment**

None

### **Adopt the District's Initial Collective Bargaining Proposal with Orcutt Educators Association for the 2022-2023 School Year**

It was moved by Shaun Henderson seconded by Liz Phillis and carried to adopt the District's Collective Bargaining Proposal with Orcutt Educators Association for the 2022-2023 school year, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

### **Accept 2022-2023 Initial Collective Bargaining Proposal from Orcutt Educators Association**

It was moved by Liz Phillips seconded by Shaun Henderson and carried to accept the initial proposal for negotiation for the 2022-2023 school year from Orcutt Educators Association, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

### **Resolution No. 14 Declaration of Need for Orcutt Union School District for Fully Qualified Educators**

It was moved by Liz Phillips seconded by Melanie Waffle and carried to adopt Resolution No. 14, Declaration of Need for Orcutt Union School District for Fully Qualified Educators, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

### **Resolution No. 15 Declaration of Need for Orcutt Academy Charter Schools for Fully Qualified Educators**

It was moved by Liz Phillips seconded by Shaun Henderson and carried to adopt Resolution No. 15, Declaration of Need for Orcutt Academy Charter School for Fully Qualified Educators, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

**Approve the Extended Learning Opportunities Program (ELOP) Plan for Orcutt Union School District and Orcutt Academy Charter**

It was moved by Liz Phillips seconded by Shaun Henderson and carried to approve the Extended Learning Opportunities Program (ELOP) Plan for Orcutt Union School District and Orcutt Academy Charter, as submitted. Ayes: Steller, Henderson, Morinini, Phillips and Waffle.

**GENERAL ANNOUNCEMENT**

Unless otherwise noticed, the next regular Board meeting is scheduled for Wednesday, June 8, 2022, and a Special Board Meeting on Wednesday, June 15, 2022, beginning with Closed Session at 6:05 p.m., Open Session at 6:30 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA 93455

**ADJOURN TO CLOSED SESSION**

It was moved by Melanie Waffle seconded by Liz Phillis and carried to adjourn to Closed Session at 8:16 p.m. Ayes: Steller, Henderson, Morinini, Phillips, and Waffle.

**RECOVENE TO PUBLIC SESSION**

The meeting reconvened to Public Session at 9:08 p.m. Mark Steller reported no action was taken during Closed Session.

**ADJOURN**

It was moved by Liz Philips seconded by Melanie Waffle and carried to adjourn the meeting at 9:09 p.m. Ayes: Steller, Henderson, Morinini, Phillips, and Waffle.

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Holly Edds, Ed.D. Board Secretary

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Shaun Henderson, Clerk, Board of Trustee

## Warrants

These materials are not included in this copy of the agenda. The warrants are available for review at the District Office, 500 Dyer Street, Orcutt, CA. Monday-Friday from 7:30 am - 4:30 pm.

This procedure is in compliance with the Public Document Law, Government Code Section Number 6257.

## AGENDA/MEETING MATERIALS

### Agenda Content

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning **and well-being**.

~~(cf. 0000—Vision)~~

~~(cf. 0200—Goals for the School District)~~

Each agenda shall state the meeting time and place and shall briefly describe each ~~business~~ item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

~~(cf. 9320—Meetings and Notices)~~

~~(cf. 9321—Closed Session Purposes and Agendas)~~

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting ~~of the~~ **by a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item before or during the committee's consideration of the items** ~~at the meeting~~ and that the item has not been substantially changed since the committee considered it. ~~testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.~~ (Education Code 35145.5; Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

~~(cf. 9323—Meeting Conduct)~~

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when and to whom a request should be made if an individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting. (Government Code 54954.2)

**Each agenda shall include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The agenda shall also state that the request must be made in writing to the secretary or clerk of the Board.**

### Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. ~~Each agenda shall reflect the district's~~

**AGENDA/MEETING MATERIALS**

~~vision and goals and the Board's focus on student learning.~~

~~(cf. 9121—President)~~

~~(cf. 9122—Secretary)~~

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information, **and if so, respond accordingly.** ~~or whether the issue is covered by an existing policy or administrative regulation.~~

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

**The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.**

~~The Board president and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote, or an information item that does not require immediate action.~~

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

~~(cf. 9323.2—Actions by the Board)~~

**All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.**

**Agenda Content**

**Agenda Dissemination to Board Members**

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available supporting documents pertinent to the meeting.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

~~Board Bylaw~~

~~All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.~~

- ~~(cf. 1312.1 – Complaints Concerning District Employees)~~
- ~~(cf. 1312.2 – Complaints Concerning Instructional Materials)~~
- ~~(cf. 1312.3 – Uniform Complaint Procedures)~~
- ~~(cf. 1312.4 – Williams Uniform Complaint Procedures)~~
- ~~(cf. 3320 – Claims and Actions Against the District)~~
- ~~(cf. 5144.1 – Suspension and Expulsion/Due Process)~~

~~Agenda Dissemination to Board Members~~

~~At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available documents pertinent to the meeting.~~

~~When special meetings are called, the Superintendent or designee shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted (Government Code 54956)~~

~~Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or to request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.~~

- ~~(cf. 9012 – Board Member Electronic Communications)~~

Any agenda and related materials distributed to the Board shall be made available to the public

upon request without delay. Only those documents which are disclosable public records under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

~~(cf. 1113—District and School Web Sites)~~

~~(cf. 1340—Access to District Records)~~

If a document which relates to an open session of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any documents prepared by the district or the Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any documents prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

**Legal Reference:**

~~EDUCATION CODE~~

~~35144 Special meetings~~

~~35145 Public meetings~~

~~35145.5 Right of public to place matters on agenda~~

~~GOVERNMENT CODE~~

~~6250-6270 Public Records Act~~

~~53635.7 Separate item of business~~

~~54954.1 Mailed agenda of meeting~~

~~54954.2 Agenda posting requirements; board actions~~

~~54954.3 Opportunity for public to address legislative body~~



~~54954.5 Closed session item descriptions~~  
~~54956.5 Emergency meetings~~  
~~54957.5 Public records~~  
~~54960.2 Challenging board actions; cease and desist~~  
~~UNITED STATES CODE, TITLE 42~~  
~~12101-12213 Americans with Disabilities Act~~  
~~CODE OF FEDERAL REGULATIONS, TITLE 28~~  
~~35.160 Effective communications~~  
~~36.303 Auxiliary aids and services~~  
~~COURT DECISIONS~~  
~~Mooney v. Garcia, (2012) 207 Cal. App. 4<sup>th</sup> 229~~  
~~Caldwell v. Roseville Joint Union HSD, 2007 U.S. Dist. LEXIS 66318~~  
~~Management Resources:~~  
~~CSBA PUBLICATIONS~~  
~~Call to Order: A Blueprint for Great Board Meetings, 2010~~  
~~The Brown Act: School Boards and Open Meeting Laws, rev. 2009~~  
~~ATTORNEY GENERAL PUBLICATIONS~~  
~~The Brown Act: Open Meetings for Legislative Bodies, California Attorney General's Office, rev. 2003~~  
~~WEB SITES~~  
~~CSBA, Agenda Online: <http://www.csba.org>~~  
~~California Attorney General's Office: <http://www.oag.ca.gov>~~

### *State*

Ed. Code 35144: Special meeting  
Ed. Code 35145: Public meetings  
Ed. Code 35145.5: Agenda; public participation; regulations  
Ed. Code 49061: Student records; definitions  
Ed. Code 49073.2: Privacy of student and parent/guardian personal information  
Gov. Code 53635.7: Separate item of business for borrowing of \$100,000 or more  
Gov. Code 54954.1: Request for copy of agenda or agenda packet by member of public  
Gov. Code 54954.2: Agenda posting requirements, board actions  
Gov. Code 54954.3: Opportunity for public to address legislative body  
Gov. Code 54954.5: Closed session item descriptions  
Gov. Code 54956.5: Emergency meetings  
Gov. Code 54957.5: Public records  
Gov. Code 54960.2: Challenging board actions; cease and desist  
Gov. Code 6250-6270: California Public Records Act  
Gov. Code 95000-95004: California Early Intervention Services Act

### *Federal*

28 CFR 35.160: Effective communications  
28 CFR 36.303: Auxiliary aids and services  
42 USC 12101-12213: Equal opportunity for individuals with disabilities  
Management Resources  
Attorney General Opinion: 99 Ops. Cal. Atty. Gen. 11 (2016)  
Attorney General Opinion: 78 Ops. Cal. Atty. Gen. 327 (1995)  
Attorney General Publication: The Brown Act: Open Meetings for Legislative Bodies, rev. 2003  
Court Decision: Caldwell v. Roseville Joint Union High School District, (2007) U.S. Dist. LEXIS 66318  
Court Decision: Mooney v. Garcia, (2012) 207 Cal. App. 4<sup>th</sup> 229  
CSBA Publication: Call to Order: A Blueprint for Great Board Meetings, 2018

CSBA Publication: The Brown Act: School Boards and Open Meeting Laws, rev. 2019

Website: California Attorney General's Office

Website: CSBA

Bylaw Adopted: ~~04/10/19~~ 06/08/22

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

### ADMISSION

The ~~Board of Trustees~~ **Governing Board** encourages the enrollment and appropriate placement of all ~~school-aged~~ children **who are eligible for enrollment** in school. The Superintendent or designee shall inform parents/guardians of ~~students entering~~ **children seeking admission to** a district school ~~at any grade level~~ about admission requirements and shall assist them with enrollment procedures.

**The Superintendent or designee shall announce and publicize the timeline and process for registration of students at district schools. Applications for intradistrict or interdistrict enrollment shall be subject to the timelines specified in applicable Board policies and administrative regulations.**

**All appropriate staff shall receive training on district admission policies and procedures, including information regarding the types of documentation that can and cannot be requested.**

### **Verification of Admission Eligibility**

Before enrolling any child in a district school, the Superintendent or designee shall verify the student's age, ~~residency,~~ **residence with the district**, immunization and ~~any~~ other **applicable** eligibility criteria specified in law, the accompanying administrative regulation, or **other** applicable Board policy or administrative regulation.

~~(cf. 5111.1—District Residency)~~

~~(cf. 5125—Student Records)~~

~~(cf. 5141.3—Health Examinations)~~

~~(cf. 5141.31—Immunizations)~~

~~The Superintendent or designee shall ensure that the enrollment of a homeless or foster child or a child of a military family is not delayed because of outstanding fees or fines owed to the child's last school or for his/her inability to produce previous academic, medical, or other records normally required for enrollment.~~

~~(cf. 6173—Education for Homeless Children)~~

~~(cf. 6173.1—Education for Foster Youth)~~

~~(cf. 6173.2—Education of Children of Military Families)~~

~~In addition, no child shall be denied enrollment in a district school solely on the basis of his/her arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. (Education Code 48645.5)~~

~~(cf. 5119—Students Expelled from Other Districts)~~

~~(cf. 6173.3—Education for Juvenile Court School Students)~~

The Superintendent or designee **district** shall not inquire into or request documentation

## Students

BP 5111 (b)

~~of a student's social security number of the citizenship or immigration status of the student or the student's family members. (Education Code 234.7, 49076.7), and shall not deny a student enrollment in a district school on the basis of the citizenship or immigration status of the student or his/her parents/guardians. Any information obtained about a student's or parent/guardian's citizenship or immigration status shall not be shared without parent/guardian consent or a lawful judicial order, in accordance with laws pertaining to the confidentiality of student records.~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities)  
(cf. 5145.3—Nondiscrimination/Harassment)~~

~~The district's enrollment application shall include information about the health care options and enrollment assistance available to families within the district. The district shall not discriminate against any child for not having health care coverage and shall not use any information relating to a child's health care coverage or his/her interest in learning about health care coverage in any manner that would harm the child or his/her family. (Education Code 49452.9)~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~

However, such information may be collected when required by state or federal law or to comply with requirements for special state or federal programs. In any such situation, the information shall be collected separately from the school enrollment process and the Superintendent or designee shall explain the limited purpose for which the information is collected. Enrollment in a district school shall not be denied on the basis of any such information of the student or the student's parents/guardians obtained by the district, or the student's or parent/guardian's refusal to provide such information to the district.

School registration information shall list all possible means of documenting a child's age for entry into grades K-1 as authorized by Education Code 48002 or otherwise prescribed by the Board. Any alternative document allowed by the district shall be one that all persons can obtain regardless of immigration status, citizenship status, or national origin and shall not reveal information related to citizenship or immigrant status.

The Superintendent or designee shall immediately enroll a homeless student, foster youth, student who has had contact with the juvenile justice system, or a child of a military family regardless of outstanding fees or fines owed to the student's last school, lack of clothing normally required by the school, such as school uniforms, or an inability to produce previous academic, medical, or other records normally required for enrollment. (Education Code 48645.5, 48850, 48852.7, 48853.5, 49701; 42 USC 11432)

~~Legal Reference:~~

~~EDUCATION CODE~~

~~46300 Computation of average daily attendance, inclusion of kindergarten and~~

## Students

BP 5111 (c)

~~transitional kindergarten~~

~~46600 Agreements for admission of pupils desiring interdistrict attendance~~

~~48000 Minimum age of admission (kindergarten)~~

~~48002 Evidence of minimum age required to enter kindergarten or first grade 48010~~

~~Minimum age of admission (first grade)~~

~~48011 Admission from kindergarten or other school;~~

~~minimum age 48050-48053 Nonresidents~~

~~48200 Children between ages of 6 and 18 years (compulsory full-time education)~~

~~48350-48631 Open Enrollment Act~~

~~48850-48859 Educational placement of foster youth~~

~~48645.5 Enrollment of former juvenile court school students~~

~~49076 Access to records by persons without written consent or under judicial order~~

~~49408 Information of use in emergencies~~

~~49700-49704 Education of children of military families~~

~~HEALTH AND SAFETY CODE~~

~~120325-120380 Education and child care facility immunization requirements~~

~~121475-121520 Tuberculosis tests for students~~

~~CODE OF REGULATIONS, TITLE 5~~

~~200 Promotion from kindergarten to first grade~~

~~201 Admission to high school~~

~~CODE OF REGULATIONS, TITLE 17~~

~~6000-6075 School attendance immunization requirements UNITED STATES CODE, TITLE 42~~

~~11431-11435 McKinney Homeless Assistance Act~~

~~COURT DECISIONS~~

~~Plyler v. Doe, 457 U.S. 202 (1982)~~

~~Management Resources:~~

~~CSBA PUBLICATIONS~~

~~Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017~~

~~U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S.~~

~~DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS~~

~~Fact Sheet: Information on the Rights of All Children to Enroll in School~~

~~Dear Colleague Letter: School Enrollment Procedures, May 8, 2014~~

~~WEB SITES~~

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

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

~~U.S. Department of Education, Office for~~

## Students

BP 5111 (d)

Civil Rights: <http://www2.ed.gov/about/offices/list/ocr>

U.S. Department of Justice: <http://www.justice.gov>

### *State*

17 CCR 6000-6075: School attendance immunization requirements

5 CCR 200: Promotion from kindergarten to first grade

5 CCR 201: Admission to high school

Civ. Code 5: Unruh Civil Rights Act

Code of Civil Procedure 1002.7: Provision in enrollment agreement waiving legal rights, remedy, forum, proceeding or procedure; criminal sexual assault or sexual battery

Ed. Code 234.7: Student protections relating to immigration and citizenship status

Ed. Code 46300: Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten

Ed. Code 46600: Agreements for admission of students desiring interdistrict attendance

Ed. Code 48000: Minimum age of admission (kindergarten)

Ed. Code 48002: Evidence of minimum age required to enter kindergarten or first grade

Ed. Code 48010: Minimum age of admission (first grade)

Ed. Code 48011: Admission from kindergarten or other school; minimum age

Ed. Code 48050-48053: Nonresidents

Ed. Code 48200: Children between ages of 6 and 18 years (compulsory full-time education)

Ed. Code 48350-48361: Open Enrollment Act

Ed. Code 48645.5: Enrollment of former juvenile court school students

Ed. Code 48850-48859: Education of students in foster care and students who are homeless

Ed. Code 49076: Access to records by persons without written consent or under judicial order

Ed. Code 49076.7: Student records; data privacy; social security numbers

Ed. Code 49408: Information for use in emergencies

Ed. Code 49700-49703: Education of children of military families

H&S Code 120325-120380: Educational and child care facility immunization requirements

H&S Code 121475-121520: Tuberculosis tests for students

### *Federal*

42 USC 11431-11435: McKinney-Vento Homeless Assistance Act

5 USC 552a: Records maintained on individuals

### *Management Resources Description*

CA Office of the Attorney General Publication: Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018

Court Decision Plyler v. Doe, 457 U.S. 202 (1982)

CSBA Publication: Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

U.S. DOJ & DOE Civil Rights Joint Publication: Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, May 8, 2014

U.S. DOJ & DOE Civil Rights Joint Publication Fact Sheet: Information on the Rights of All Children to Enroll in School, May 8, 2014

U.S. DOJ & DOE Civil Rights Joint Publication: Dear Colleague Letter: School Enrollment Procedures, May 8, 2014

Website: California Office of the Attorney General

Website: U.S. Department of Justice

Website: California Department of Education

Website: CSBA

Website: U.S. Department of Education, Office for Civil Rights

**Students**

BP 5111 (e)

Policy Adopted: 06/08/2022

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

**EDUCATION FOR HOMELESS CHILDREN**

The ~~Board of Trustees~~ **Governing Board** believes that the identification of homeless students is critical to improving the educational outcomes of such students and ensuring ~~desires to ensure that homeless students~~ have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for ~~these~~ **such** students to meet the same challenging academic standards as other students.

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060, 52064)

The Superintendent or designee shall regularly review and recommend updates to district policies to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

The Superintendent or designee shall ensure that each district school identifies all homeless children and youths and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of homeless students, the Superintendent or designee shall annually administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

In addition, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services



**EDUCATION FOR HOMELESS CHILDREN**

offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

~~(cf. 6011—Academic Standards)~~

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. **However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students.** (42 USC 11432, 11433)

**The Superintendent or designee shall ensure that information and/or materials for homeless students are provided in a manner and form understandable to the parents/guardians of homeless students and to unaccompanied youths.**

~~(cf. 3553—Free and Reduced-Price Meals)~~

~~The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)~~

~~(cf. 3260—Fees and Charges)~~

~~(cf. 5113.1—Chronic Absence and Truancy)~~

~~When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)~~

~~(cf. 0460—Local Control and Accountability Plan)~~

~~The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.~~

~~(cf. 5125—Student Records)~~

~~(cf. 5125.1—Release of Directory Information)~~

**Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)**

## EDUCATION FOR HOMELESS CHILDREN

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

~~The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.~~

~~Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)~~

~~(cf. 3550—Food Service/Child Nutrition Program)  
(cf. 3553—Free and Reduced Price Meals)~~

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students. Such professional development and technical assistance shall include, but are not limited to, training on the definitions of terms related to homelessness, the signs of homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect homeless students with appropriate housing and service providers. (Education Code 48852.5; 42 USC 11432)

The Superintendent or designee shall report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for homeless students, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of homeless students.

**EDUCATION FOR HOMELESS CHILDREN**

~~(cf. 5148.2—Before/After School Programs)  
(cf. 5148.3—Preschool/Early Childhood Education)  
(cf. 6159—Individualized Education Program)  
(cf. 6164.2—Guidance/Counseling Services)  
(cf. 6171—Title I Programs)  
(cf. 6172—Gifted and Talented Student Program)  
(cf. 6174—Education for English Language Learners)  
(cf. 6177—Summer School)  
(cf. 6178—Career and Technical Education)  
(cf. 6179—Supplemental Instruction)~~

~~Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities)  
(cf. 3553—Free and Reduced Price Meals)~~

~~The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)~~

~~District liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness. (42 USC 11432)~~

## Legal Reference:

EDUCATION CODE

~~2558.2 Use of revenue limits to determine average daily attendance of homeless children  
39807.5 Payment of transportation costs by parents  
48850 Educational rights of homeless and foster youth  
48852.5 Notice of educational rights of homeless students  
48852.7 Enrollment of homeless students  
48915.5 Recommended expulsion, homeless student with disabilities  
48918.1 Notice of recommended expulsion  
51225.1-51225.3 Graduation requirement~~

**EDUCATION FOR HOMELESS CHILDREN**

~~52060-52077 Local control and accountability plan~~

~~CODE OF REGULATIONS, TITLE 5~~

~~4600-4687 Uniform complaint procedures~~

~~UNITED STATES CODE, TITLE 20~~

~~1087vv Free Application for Federal Student Aid; definitions~~

~~1232g Family Educational Rights and Privacy Act~~

~~6311 Title I state plan; state and local educational agency report cards~~

~~UNITED STATES CODE, TITLE 42~~

~~11431-11435 McKinney-Vento Homeless Assistance Act~~

~~12705 Cranston-Gonzalez National Affordable Housing Act; state and local strategies~~

~~Management Resources:~~

~~CALIFORNIA CHILD WELFARE COUNCIL~~

~~Partial Credit Model Policy and Practice Recommendations~~

~~CALIFORNIA DEPARTMENT OF EDUCATION~~

~~Homeless Education Dispute Resolution Process, January 30, 2007~~

~~NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS~~

~~Homeless Liaison Toolkit, 2013~~

~~U.S. DEPARTMENT OF EDUCATION GUIDANCE~~

~~Dear Colleague letter, July 27, 2016~~

~~Education for Homeless Children and Youth Program, Non-Regulatory Guidance, July 2016~~

~~WEB SITES~~

~~California Child Welfare Council:~~

~~<http://www.chhs.ca.gov/Pages/CACChildWelfareCouncil.aspx>~~

~~California Department of Education, Homeless Children and Youth Education:~~

~~<http://www.cde.ca.gov/sp/hs/cy>~~

~~National Center for Homeless Education at SERVE: <http://www.serve.org/nche>~~

~~National Law Center on Homelessness and Poverty: <http://www.nlchp.org>~~

~~U.S. Department of Education:~~

~~<http://www.ed.gov/programs/homeless/index.html>~~

*State*

5 CCR 4600-4670: Uniform complaint procedures

Ed. Code 39807.5: Payment of transportation costs by parents

Ed. Code 48850: Academic achievement of students in foster care and homeless children

Ed. Code 48850-48859: Education of students in foster care and students who are homeless

Ed. Code 48851: Identification of homeless children and youths and unaccompanied youths; housing questionnaire

Ed. Code 48851.5: Local educational agency liaison for homeless children and youths

Ed. Code 48852.5: Notice of educational rights of homeless students

Ed. Code 48852.6: Web site posting of information regarding homelessness

Ed. Code 48852.7: Education of homeless students; immediate enrollment

Ed. Code 48859: Definitions

Ed. Code 48915.5: Recommended expulsion, homeless student with disabilities

Ed. Code 48918.1: Notice of recommended expulsion

Ed. Code 48985: Notices to parents in language other than English

Ed. Code 51225.1-51225.3: Graduation requirements

Ed. Code 52052: Accountability; numerically significant student subgroups

Ed. Code 52060-52077: Local control and accountability plan

**EDUCATION FOR HOMELESS CHILDREN**

*Federal*

- 20 USC 1087vv: Free Application for Federal Student Aid; definitions
- 20 USC 1232g: Family Educational Rights and Privacy Act (FERPA) of 1974
- 20 USC 1400-1482: Individuals with Disabilities Education Act
- 20 USC 6311: State plan
- 42 USC 11431-11435: McKinney-Vento Homeless Assistance Act
- 42 USC 12705: Cranston-Gonzalez National Affordable Housing Act; state and local strategies

*Management Resources*

- California Child Welfare Council: Partial Credit Model Policy and Practice Recommendations
- California Department of Education Publication: 2021-22 Federal Program Monitoring Instrument, May 2021
- California Department of Education Publication: Homeless Education Dispute Resolution Process, March 2020
- National Center for Homeless Education Publication: Homeless Liaison Toolkit, 2020
- U.S. Department of Education Guidance Education for Homeless Children and Youths Program, Non-Regulatory Guidance, August 2018
- Website: California State University
- Website: University of California
- Website: California Department of Education, Homeless Children and Youth Education
- Website: National Center for Homeless Education at SERVE
- Website: National Homelessness Law Center
- Website: U.S. Department of Education - Education for Homeless Children and Youths Grants for State and Local Activities
- Website: California Community Colleges
- Website: California Interscholastic Federation
- Website: California Child Welfare Council

Policy Adopted: ~~01/11/17~~ 06/08/2022

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

**NONDISCRIMINATION IN EMPLOYMENT**

~~All Personnel~~

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. **For purposes of this policy shall apply to all district employees include** job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

- ~~(cf. 1240—Volunteer Assistance)~~
- ~~(cf. 1240—Volunteer Assistance)~~
- ~~(cf. 3312—Contracts)~~
- ~~(cf. 3600—Consultants)~~
- ~~(cf. 4111/4211/4311—Recruitment and Selection)~~

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, **physical or** mental disability, medical condition, genetic information, veteran or military status, gender, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~

**The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that the district is required to do so in order to comply with federal immigration law. (2 CCR 11028)**

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. ~~Discrimination in~~ Hiring, compensation, terms, conditions, and other privileges of employment

- ~~(cf. 4151/4251/4351—Employee Compensation)~~
- ~~(cf. 4154/4254/4354—Health and Welfare Benefits)~~

2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training
3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

- a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

~~(cf. 4033—Lactation Accommodation)~~

~~(cf. 4119.11/4219.11/4319.11—Sexual Harassment)~~

- b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.
- c. ~~Requirement for a~~ medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

~~(cf. 4119.41/4219.41/4319.41—Employees with Infectious Disease)~~

- d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any to be provided to the employee.

~~(cf. 4032—Reasonable Accommodation)~~

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, **reports an incident**, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign any document that releases the employee's right to file a claim against the district or to disclose information about harassment, **discrimination**, or other unlawful **acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful.** ~~employment practices.~~ (Government Code 12964.5)

Complaints concerning employment discrimination or harassment or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee or nonemployee, shall report the incident to the Superintendent or designated coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. ~~The district shall protect any employee who reports such incidents from retaliation.~~

## NONDISCRIMINATION IN EMPLOYMENT

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other ~~related~~ prohibited conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118—Dismissal/Suspension/Disciplinary Action)

(cf. 4218—Dismissal/Suspension/Disciplinary Action)

### Legal Reference:

#### EDUCATION CODE

200-262.4, Prohibition of discrimination

#### CIVIL CODE

51.7 Freedom from violence or intimidation

#### GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

#### PENAL CODE

422.56 Definitions, hate crimes

#### CODE OF REGULATIONS, TITLE 2

11006-11086 Discrimination in employment

11013 Recordkeeping

11019 Terms, conditions and privileges of employment

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

#### CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

#### UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

#### UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

#### UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 Title IX, of the Civil Rights Act of 1964

6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

#### CODE OF FEDERAL REGULATIONS, TITLE 28



~~35.101-35.190 Americans with Disabilities Act  
CODE OF FEDERAL REGULATIONS, TITLE 34~~

~~100.6 Compliance information~~

~~104.7 Designation of responsible employee for Section 504~~

~~104.8 Notice~~

~~106.8 Designation of responsible employee and adoption of grievance procedures~~

~~106.9 Dissemination of policy~~

~~110.1-110.39 Nondiscrimination on the basis of age~~

~~COURT DECISIONS~~

~~Thompson v. Neath American Stainless LP, (2011) 131 S. Ct. 863~~

~~Shepard v. Loyola Marymount (2002) 102 CalApp.4th 837~~

~~Management Resources:~~

~~CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS~~

~~California Law Prohibits Workplace Discrimination and Harassment, December 2014~~

~~U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS~~

~~Notice of Non-Discrimination, August 2010~~

~~U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION~~

~~EEOC Compliance Manual~~

~~Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999~~

~~WEB SITES~~

~~California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>~~

~~U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>~~

~~U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>~~

### *State*

2 CCR 11006-11086: Discrimination in employment

2 CCR 11023: Harassment and discrimination prevention and correction

2 CCR 11024: Required training and education on harassment based on sex, gender identity and expression, and sexual orientation

2 CCR 11027-11028: National origin and ancestry discrimination

5 CCR 4900-4965: Nondiscrimination in elementary and secondary education programs

Civ. Code 51.7: Freedom from violence or intimidation

Ed. Code 200-262.4: Educational equity; prohibition of discrimination on the basis of sex

Gov. Code 11135: Unlawful discrimination

Gov. Code 11138: Rules and regulations

Gov. Code 12900-12996: Fair Employment and Housing Act

Gov. Code 12940-12952: Unlawful employment practices

Gov. Code 12960-12976: Unlawful employment practices; complaints

Pen. Code 422.56: Definitions, hate crimes

### *Federal*

20 USC 1681-1688: Title IX of the Education Amendments of 1972

28 CFR 35.101-35.190: Americans with Disabilities Act

29 USC 621-634: Age Discrimination in Employment Act

29 USC 794: Rehabilitation Act of 1973, Section 504

34 CFR 100.6: Compliance information

34 CFR 104.7: Designation of responsible employee for Section 504

34 CFR 104.8: Notice

34 CFR 106.8: Designation of responsible employee and adoption of grievance procedures

34 CFR 106.9: Severability

34 CFR 110.1-110.39: Nondiscrimination on the basis of age

42 USC 12101-12213: Equal opportunity for individuals with disabilities  
42 USC 2000d-2000d-7: Title VI, Civil Rights Act of 1964, as amended  
42 USC 2000e-2000e-17: Title VII, Civil Rights Act of 1964, as amended  
42 USC 2000ff-2000ff-11: Genetic Information Nondiscrimination Act of 2008  
42 USC 2000h-2-2000h-6: Title IX of the Civil Rights Act of 1964  
42 USC 6101-6107: Age discrimination in federally assisted programs

*Management Resources*

CA Dept of Fair Employment and Housing Publication: Transgender Rights in the Workplace  
CA Dept of Fair Employment and Housing Publication: California Law Prohibits Workplace Discrimination and Harassment  
CA Dept of Fair Employment and Housing Publication: Workplace Harassment Guide for California Employers  
CA Dept of Fair Employment and Housing Publication: Your Rights and Obligations as a Pregnant Employee  
Court Decision: Shephard v. Loyola Marymount, (2002) 102 Cal.Appl 4th 837  
Court Decision: Thomson v. North American Stainless LP, (2011) 131 S.Ct. 863  
U.S. DOE Office for Civil Rights Publication: Notice of Non-Discrimination, August 2010  
U.S. Equal Employment Opportunity Comm Publication: Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999  
U.S. Equal Employment Opportunity Comm Publication: EEOC Compliance Manual  
Website: California Department of Fair Employment and Housing  
Website: U.S. Department of Education, Office for Civil Rights  
Website: U.S. Equal Employment Opportunity Commission

Policy Adopted: ~~09-11-19~~ 6/8/22

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## **Memorandum of Understanding**

This Memorandum of Understanding (MOU) between Orcutt Academy High School/OAHS and OUSD (610 Pinal Avenue, Orcutt, CA) and Santa Maria Valley Physical Therapy Group, Inc. /SMVPT (820 East Enos Drive, Santa Maria, CA) shall outline the services to be provided by SMVPT for the 2022-2023 school year.

**Contract will cover a period from approx mid-August, 2022 to approx mid-June, 2023.**

### ***SMVPT is prepared to offer the following:***

#### **1. Athletic Trainer (ATC) Coverage**

Athletic Trainer will possess degree from an accredited four year institution with a kinesiology, athletic training, or health related major course of study, Athletic Training certification, NATA-BOC certification, and Professional Rescuer CPR certification.

Responsibilities: Daily practice coverage/injury clinics (after school, Monday through Friday); home athletic event coverage, away athletic coverage for JV and Varsity Football; prior participation Concussion testing, hydration testing for required sports, accurate recording of school related injuries and treatments, assist in development of athletic training services budget with AD, and schedule/oversee athletic physicals for the student-athletes.

Coverage during school holidays is not included in this contract but will be agreed upon at Athletic Director (AD) discretion. If ATC coverage is needed on weekends, and/or during school holidays, OAHS will be invoiced separately by SMVPT at a rate of \$30.00 per hour.

#### **2. Communication**

The ATC will be available to communicate with coaches, physicians, and parents regarding status of injured athletes. The ATC will coordinate directly with the AD daily. ATC will refer to team physician or other medical professional as needed.

#### **3. Physical Therapy Services**

SMVPT will provide immediate access to all injured athletes. PT services are available to any high school athlete, and will be coordinated by the ATC and clinic director. Athletes to call for appointments.

#### **4. Injury Prevention Education**

If requested, SMVPT will offer ongoing injury prevention education to all OAHS coaches, athletes, and parents of athletes. Concussion education for coaches will be included.

5. Independent Contractor

While engaged in providing athletic training services, SMVPT and all of its employees and staff are independent contractors, and not an officer, employee, agent, partner or joint venture of the School District. SMVPT will provide malpractice and liability insurance, benefits and Worker Compensation coverage for its aforementioned staff. SMVPT shall provide Orcutt Union School District (OUSD) and OAHS a Certificate of Insurance and General Liability insurance must be at least \$1,000,000 per occurrence. If required by OUSD or OAHS, any staff working with students can be fingerprinted and the District will pay for the process.

6. Termination

To be agreed upon b/t OUSD and SMVPT, at least a 90-day notice to be given by either party.

**Orcutt Academy High School (OAHS) will be asked to provide the following:**

1. Payment

For the above services, the District shall agree to compensate SMVPT upon invoicing in five (5) equal installments of \$11,445.00 (total of \$57,225.00) on September 1, November 1, January 1, March 1, and May 1; based off cost of living and comps of other ATC salaries in region ( 5%). Payments will be sent to the following address:

*Santa Maria Valley Physical Therapy Group, 820 East Enos Drive, Santa Maria, CA 93454*

2. Supplies/Equipment

Provide adequate space, supplies and equipment for an athletic training facility from which the ATC can provide the agreed upon services.

**Entire Document**

This MOU constitutes the entire agreement between the District and SMVPT with respect to the subject matter hereof and superseded all previous negotiations, proposals, commitments, writings advertisements, publications and understandings of any nature whatsoever unless expressly included in this MOU.

ORCUTT ACADEMY HIGH SCHOOL

SANTA MARIA VALLEY PHYSICAL THERAPY

\_\_\_\_\_

*Jared Bailey*  
\_\_\_\_\_

Dr. Holly Edds, Superintendent, OUSD

Jared Bailey, PT, Owner/CEO; EIN: 20-1638388

DATE \_\_\_\_\_

DATE 5/26/2022



**CHRISTIAN M. KEINER**  
Attorney at Law  
ckeiner@DWKesq.com

**Sacramento**

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May 12, 2022

**VIA EMAIL**

Holly Edds, Ed.D.  
Superintendent  
Orcutt Union School District  
500 Dyer Street  
Orcutt, CA 93455  
[heds@orcutt-schools.net](mailto:heds@orcutt-schools.net)

Re: 2022-2024 Agreement for Professional Services

Dear Holly:

For more than 45 years, we have provided legal advice and counseling services to California school and community college districts. We appreciate more than ever the opportunity to be your partner in achieving your core mission to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas. Together, we have met the challenges of a worldwide pandemic and have stood by your side to help you change course repeatedly, pivot often and innovate in the moment. We remain your steadfast allies and will support you with our full range of expertise to provide quality education programs to millions of California students.

Attached is our Agreement for Professional Services for the 2022-2023 and 2023-2024 school years which includes some new terms enabling us to better meet current and future challenges on your behalf. The top end of rate ranges for our different attorney groups will increase by \$5 to \$15 dollars; however, for the first time, we are providing a two-year Agreement. This means there will be no changes to the billing ranges during this time period, although individual attorney hourly rates may be adjusted within the existing ranges.

We are excited to add the category of "Shareholder Emeritus" so that attorneys with decades of experience who have stepped back from active firm management can continue to offer you the highest level of legal expertise. We have added sections to comply with new laws in the areas of fingerprinting and vaccinations. Finally, our modes of communication and providing advice have been updated to keep pace with technology.

We will continue to offer the Orcutt Union School District efficient and prompt service and the highest quality legal advice and counsel you have come to expect.

**SAN FRANCISCO**  
200 California Street  
Suite 400  
San Francisco, CA 94111  
TEL 415.543.4111  
FAX 415.543.4384

**LONG BEACH**  
444 W. Ocean Blvd.  
Suite 1070  
Long Beach, CA 90802  
TEL 562.366.8500  
FAX 562.366.8505

**SAN DIEGO**  
750 B Street  
Suite 2600  
San Diego, CA 92101  
TEL 619.595.0202  
FAX 619.702.6202

**CHICO**  
2485 Notre Dame Blvd.  
Suite 370-A  
Chico, CA 95928  
TEL 530.343.3334  
FAX 530.924.4784

**SACRAMENTO**  
555 Capitol Mall  
Suite 645  
Sacramento, CA 95814  
TEL 916.978.4040  
FAX 916.978.4039

**BERKELEY**  
2087 Addison Street  
2nd Floor  
Berkeley, CA 94704  
TEL 510.345.6000  
FAX 510.345.6100

**FRESNO**  
7170 N. Financial Drive  
Suite 135  
Fresno, CA 93720  
TEL 559.388.5802  
FAX 559.388.5803

[www.DWKesq.com](http://www.DWKesq.com)

Holly Edds, Ed.D.  
Orcutt Union School District  
May 12, 2022  
Page 2

We look forward to serving the District in the coming school years and continuing our mutually rewarding partnership. Please sign the attached Agreement, insert the date of Board approval, and return to the undersigned via email.

Sincerely,

DANNIS WOLIVER KELLEY



Christian M. Keiner

CMK:fh

Attachment

## **AGREEMENT FOR PROFESSIONAL SERVICES**

This Agreement is made and entered into on May 12, 2022, by and between the Orcutt Union School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

**SCOPE OF SERVICES.** District appoints Attorney to represent, advise, and counsel it from July 1, 2021, through and including June 30, 2024, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

**CLIENT DUTIES.** District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

**FEES AND BILLING PRACTICES.** Except as hereinafter provided, District agrees to pay Attorney two hundred sixty-five dollars (\$265) to three hundred seventy-five dollars (\$375) per hour for Shareholders and Of Counsel; two hundred forty-five dollars (\$245) to three hundred dollars (\$300) for Special Counsel; one hundred ninety-five dollars (\$195) to two hundred sixty-five dollars (\$265) per hour for Associates; and one hundred thirty dollars (\$130) to one hundred ninety-five dollars (\$195) per hour for Paralegals and Law Clerks. The rate range for Gregory J. Dannis and Shareholder Emeritus shall be three hundred ninety-five dollars (\$395) to four hundred fifty dollars (\$450) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Mr. Dannis' hourly rate shall be \$450. Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney following written notice to Client and shall apply to all services rendered after such notice is given. Time is billed in minimum increments of one-tenth (.1) of an hour, except the first communication (e.g., by telephone, voice-mail, e-mail, text) of any day containing substantive advice which is charged a minimum of three-tenths (.3) of an hour. Actual travel time and time spent attending in-person or remote meetings is charged at the rates above. In the course of travel for, or attending meetings with or for District, it may be necessary for Attorney to work for and bill other clients. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

**OTHER CHARGES.** District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at \$0.10 per page), postage (only charged if in excess of \$1.00), and computerized legal research and electronic record review platforms (i.e., Westlaw, e-discovery). Any discount received on such services is passed along to Client by Attorney. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified.

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees

and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

**BILLING STATEMENT.** Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

**INDEPENDENT CONTRACTOR.** It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District. Attorney does not anticipate that in the course and scope of performing legal services it will have any interaction with any pupil that is not under the immediate supervision and control of a District employee or a pupil's parent or guardian. If District requests legal services in which Attorney will have unsupervised interaction with pupils, Attorney will complete fingerprinting and background check clearances as required by Education Code Section 45125.1 prior to commencing such services. Attorney further agrees to comply with applicable, prevailing state vaccine or testing requirements.

**CONSENT TO USE OF E-MAIL AND CLOUD SERVICES.** In order to provide District with efficient and convenient legal services, Attorney will communicate and transmit documents using e-mail. Because e-mail continues to evolve, there may be risks communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, District is consenting to such e-mail transmissions with District and District's representatives and agents. In addition, Attorney uses cloud computing services with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including emails and documents, are stored in this manner. By entering into this Agreement, District understands and consents to having communications, documents and information pertinent to the District's matters stored through such cloud-based services.

**CONFLICT OF INTEREST.** In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct and Business & Professions Code may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

**TERMINATION OF CONTRACT.** District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.



**COUNTERPARTS.** This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

ORCUTT UNION SCHOOL DISTRICT

\_\_\_\_\_  
Holly Edds, Ed.D.  
Superintendent

\_\_\_\_\_  
Date

DANNIS WOLIVER KELLEY

Date: May 12, 2021

Date: May 12, 2021



\_\_\_\_\_  
Christian M. Keiner  
Attorney at Law



\_\_\_\_\_  
Kidd P. Crawford  
Attorney at Law

At its public meeting of \_\_\_\_\_, 2022, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D.

FROM: Sandra Knight.  
Assistant Superintendent, Business Services

BOARD MEETING DATE: June 08, 2022

BOARD AGENDA ITEM: Lunch Assist Contract for the 2022-2023 School Year

BACKGROUND: Renew contract with school consultants, Lunch Assist, for the following reasons:

1. Lunch Assist provides advice from registered dietitians. A dietitian is essential for meal planning and the health and safety of students, especially our diabetic students. They confirm all the meal pattern requirements to ensure we are successfully serving the best reimbursable meal possible, ensuring we will receive the appropriate funding for all meals served.
2. We may be receiving a procurement audit next school year and will need support and assistance.
3. The 2022-23 school year will have many federal and state changes to regulations. The consultants at Lunch Assist have provided much appreciated support for our school district, and hundreds of other school districts as well. They assisted with our CACFP audit and provided ongoing support throughout the year as we navigated through all the pandemic/COVID ever-changing rules and regulations.
4. Lunch Assist helped us to institute the Supper Program, which during 2020-21 resulted in additional net revenue of \$70,000 and \$58,000 to date during 2021-22.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Lunch Assist Contract, as submitted.

FUNDING: Fund 13 in the amount of \$20,000.00.

## Scope of Work Updated Feb 28, 2022

### LunchAssist + Orcutt Union School District

#### Overview

LunchAssist is an organization that provides inspiration, support, and guidance to School Nutrition Professionals across the United States. In 2016, LunchAssist was founded by an award-winning former Child Nutrition Director with one very simple mission: to help School Nutrition Professionals focus on what matters most.

Compliance-related topics are constantly distracting many School Nutrition Professionals from doing work that really matters. With so many rules and regulations, and a global pandemic to deal with, it is more important than ever that School Nutrition Professionals have access to expert guidance from a team on the pulse of all things school nutrition.

Over the past five years, LunchAssist has provided guidance and support to School Nutrition Professionals in over 130 school districts across the United States. We've gleaned a lot through that process and infused the lessons learned into our everyday work.

LunchAssist provides several unique services that are unparalleled in the School Nutrition industry. Our organization aims to simplify school nutrition through a robust variety of helpful tools and resources that keep school nutrition programs in compliance and elevate the profession. We are committed to promoting equity, diversity, and inclusion in all that we do. One of the best ways to accomplish these goals is to start with a foundation of high-quality professional learning for School Nutrition Professionals.

Through our exclusive 1:1 consulting services, we provide individualized, customized support to school nutrition departments when and where you need it most. We provide recommendations and checklists to help your team focus on what matters most, but we also tune in to what is required at your unique school or district and tailor what we do according to your areas of interest. Because of our expertise with USDA compliance, we are always looking for ways to help your program improve while staying audit-ready. During review years, in addition to the Administrative Boot Camp series, we will provide comprehensive support to your team from start to finish.

LunchAssist PRO is a membership that we've created to support our clients in furthering their Professional Development and providing on-demand access to this online learning.

LunchAssist PRO is quickly becoming the industry's most highly regarded training solution. Each of our lessons covers a unique topic in school nutrition through a short video in either English or Spanish, followed by a quiz, and supported with printable resources. LunchAssist PRO members enjoy a fun and straightforward approach to mastering school nutrition, including tools and resources for excelling in all areas of the program. Our freshly prepared professional development is constantly being refreshed and contains lessons that were *specifically* designed for operational needs during the pandemic. New lessons are added every month and we take recommendations from our clients to support the emerging needs of the school nutrition industry.

Members of LunchAssist PRO also gain exclusive access to The Collective and our electronic Professional



Standards Tracking Tool. The Collective is a comprehensive resource center with over 200 of the best tools, templates, manuals, checklists, and tip sheets from across the School Nutrition industry - all in one place. Our unique, electronic Professional Standards Tracking Tool records the number of hours each employee has spent on training and their completed lessons.

We cordially invite you to join our tribe of school nutrition heroes. By working with LunchAssist, you will gain exclusive access to 1:1 consulting services with our former School Nutrition Directors and Dietitians. Our goal is to form a lasting partnership that benefits your school community, enhances your overall meal service program, strengthens your team, and helps you focus on what matters most.

### Deliverables

- Serve as the USDA Child Nutrition Program expert.
- Serve as the Administrative Review liaison and expert.
- Serve as the liaison for COVID-19 emergency meal services policies and procedures.
- Provide ongoing technical assistance and support.
- Provide organizational tools and timelines for meeting program deadlines.
- Provide regular updates on relevant policy changes, mandatory tasks, best practices, and emerging trends.
- Provide quarterly checklists for maintaining program compliance and review during 1:1 meetings. Create action plans for ensuring the team stays audit-ready.
- Provide access to the LunchAssist Administrative Review Boot Camp.
- Provide support with the creation of and editing of existing policies, procedures, etc.
- Provide support with program applications, grant writing, special programs, etc.
- Provide support with menu compliance, procurement, eligibility activities, and more.
- Review program documents for compliance and provide feedback for improvements to strengthen the program.
- Support the program with brainstorming sessions, troubleshooting problems, and provide answers to questions throughout the year.
- Ensure the program staff is well equipped to fulfill all of their requirements and responsibilities as USDA child nutrition program sponsors.
- Other duties as requested by the school or district and as mutually agreed.

### Compensation

~~\$10,000~~ \$20,000 annual fee for service.

Included are up to 5 memberships to LunchAssist PRO for professional development and resources and up to ~~90~~ 180 hours of professional consulting services. Invoice will be sent once per year in the fall.

### Contact

Jennifer McNeil, RDN, SNS

[jennifer@lunchassist.org](mailto:jennifer@lunchassist.org)

(760) 518-4706

8605 Santa Monica Blvd, #52611

West Hollywood, CA 90069



## Agreement

The parties hereto agree to the foregoing as evidenced by their signatures below.

Agreed to by:

LunchAssist, Inc.

Authorized Individual: Jennifer McNeil, Co-founder

Signature: Jennifer McNeil

Date: May 20, 2021 Updated February 28, 2022

School/District: \_\_\_\_\_

Authorized Individual: \_\_\_\_\_

Signature: Sarah Wright

Date: 3/18/22

**Memorandum of Understanding  
Between  
The Orcutt Union School District  
and  
The Orcutt Educators Association  
Regarding  
Credit for Outside Years of Experience**

The Orcutt Union School District ("District") and the Orcutt Educators Association ("OEA"), collectively referred to hereinafter as the "Parties," enter into this Memorandum of Understanding ("MOU") regarding granting credit for initial, and replacement, on the certificated salary schedule with credit for years of experience from outside of the District.

The Parties acknowledge that the current shortfall of qualified certificated candidates requires cooperation to find solutions. In order to ensure the District is able to effectively recruit and retain qualified certificated employees, the Parties agree as follows:

1. The District shall grant credit for all qualifying outside years of experience to teachers newly hired into the District after July 1, 2022, including teachers hired who will start their first year during the 2022-2023 school year.
2. The District shall grant credit for all qualifying outside years of experience that were earned, but not credited, to current teachers initially hired before July 1, 2022 ("current teachers"). This shall only apply to teachers employed after July 1, 2022. Any bargaining unit member who submits additional qualifying outside years of experience, will result in that bargaining unit member being replaced on the salary schedule with credit for those additional years beginning on July 1, 2022.
3. For outside years of experience to qualify either for initial placement or for replacement on the salary schedule, the years of experience must have been served in a position requiring certification qualifications in a school setting. For speech language pathologists, clinical experience with an appropriate, professional license may be considered. The years of experience are subject to verification and approval by the District. Partial years will not be allowed. Substitute teaching and certificated hourly assignments do not qualify.
4. For current bargaining unit members seeking additional credit, a written request on a District provided form must be submitted to Human Resources by May 27, 2022. The District will verify those additional years of experience and either approve or deny credit for those years. Upon approval, bargaining unit members shall be replaced on the salary schedule accordingly.

5. The Parties agree that this MOU specifically waives section 5 of Appendix B2 of the Collective Bargaining Agreement ("CBA") between the Parties. The Parties intend that this MOU supersede and replace language in the section 5 of Appendix B2 and the Parties will incorporate these terms into the CBA during regularly scheduled negotiations during the 2022-2023 school year.

For the District:

Date: 5/13/2022



Dr. Holly Edds  
Superintendent

For OEA:

Date: 5-13-2022



Monique Segura  
OEA President



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D.

FROM: Sandra Knight  
Assistant Superintendent, Business Services

BOARD MEETING DATE: June 8, 2022

BOARD AGENDA ITEM: Copier Lease Agreement 2022-2023

**BACKGROUND:** More Office Solutions specialize in management of office technology solutions. Orcutt Union School District has been utilizing their expertise for over 10 years. We currently have 47 leased copiers with More Office Solutions and of those 47 leased copiers, 9 of the leases will expire on 6/30/2022. The various types of copiers range in size and functionality depending on the site or department needs.

The current yearly cost of lease for these 9 copiers is \$18,503.76 and the total for the new lease will be \$19,901.16, with the projected maintenance savings, based on current average monthly volume, will result in an estimated savings of approximately \$100 per month.

The lease will fall under the Piggyback Shasta Union High School District A77 Contract.

**RECOMMENDATION:** It is recommended that the lease of copiers be awarded to More Office Solutions under the terms and conditions of Contract A77, awarded by Shasta Union High School District pursuant to the provisions of Public Contract Code Section 20118. The governing board finds and determines that this is in the best interest of the district to lease the copiers through More Office Solutions.

**FUNDING:** Fiscal impact as described above on the General Fund, Charter Fund, and Child Nutrition Fund.





## Orcutt Academy High School Administration Office

**TO:** Dr. Holly Edds, Superintendent

**FROM:** Mr. Rhett Carter, OAHS Principal

**BOARD MEETING DATE:** June 8, 2022

**BOARD AGENDA ITEM:** OAHS Dance Team Trip

**BACKGROUND:** On Friday, July 22-24, 2022, our Dance Team will be attending the West Coast Elite Dance Competition in Burbank, CA. Four team along with Coach Janet Reese will be staying 3 nights at the Burbank Marriott in Burbank, CA. They will be departing on Thursday, July 21, 2022 due to competing early the next morning and retuning on Sunday, July 24, 2022. Transportation will be provided by a school vehicle and parent drivers. Funds for this trip will be provided by the Dance Team fundraising account.

**RECOMMENDATION:** Staff recommends that this overnight trip be approved as submitted.

**FUNDING:** No Impact on General Fund



ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Joe Nightingale School Date: 5-23-22

DONOR: Name: Santa Barbara County Resource Recovery & Waste Management Division
Address: 130 E. Victoria St. Suite 100 Santa Barbara
Phone No. (805) 882-3600 ca 93101

GIFT: Item Donated: Ekan outdoor drinking fountain w/ water bottle filling station or Cash Donation \$
Designated for: Student use

General Description: drinking fountain w/ water bottle filling station.
Model No.: VRCTLRDDWSK Condition: [X] New [ ] Used

Value (estimated): 2406.07
Purpose of Gift: For students to fill water bottles at school

Will gift be purchased through Business Services Office? [ ] Yes [ ] No
Donor Conditions of Acceptance: none

INSTALLATION AND OPERATION (If answer to A is yes, answer B and C)

- A. Will gift require installation? [X] Yes [ ] No
B. What type of installation is required? plumbing
C. Will donor pay installation costs? [ ] Yes [X] No
D. Will there be operating costs? [ ] Yes [X] No
If yes, what type?

Acceptance Requested By (OUSD Staff Member): Kate McInerney

Acceptance Approved By (Administrator):

RECOMMENDATIONS: Principal or District Representative Kate McInerney

BOARD ACTION: Date Accepted: Date Denied:

Please submit request to the Superintendent's Office. (If denied, explanation is on reverse side of this form.)



ORCUTT UNION SCHOOL DISTRICT
REQUEST FOR ACCEPTANCE OF GIFT

SCHOOL: Alice Shaw Date: 5-27-22

DONOR: Name:
Address:
Phone No.

GIFT: Item Donated or Cash Donation \$ 600.00
Designated for: Yearbooks for kids who cant afford them
General Description:
Model No.: Condition: [X] New [ ] Used
Value (estimated):
Purpose of Gift: help kids get yearbooks
Will gift be purchased through Business Services Office? [ ] Yes [X] No
Donor Conditions of Acceptance: He wants to remain Anonymous

INSTALLATION AND OPERATION (If answer to A is yes, answer B and C)

- A. Will gift require installation? [ ] Yes [X] No
B. What type of installation is required? NA
C. Will donor pay installation costs? [ ] Yes [ ] No
D. Will there be operating costs? [ ] Yes [ ] No
If yes, what type?

Acceptance Requested By (OUSD Staff Member):
Acceptance Approved By (Administrator):
RECOMMENDATIONS: Principal or District Representative

BOARD ACTION: Date Accepted: Date Denied:

Please submit request to the Superintendent's Office.

(If denied, explanation is on reverse side of this form.)

# Orcutt Union School District



## 2022-2023 Adopted Budget

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## 2022-2023 ADOPTED BUDGET

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## **Budget Adoption**

Local Educational Agencies (LEAs) are required to adopt a budget prior to July 1 of each year in order to authorize the expenditure of funds. The proposed budget summarizes the cost to provide necessary resources to support the Orcutt Union School District's Mission, Vision, Core Values, and Goals. The proposed budget is only an initial blueprint for revenues and expenditures since the preparation of the proposed budget occurs before the State has enacted its budget, and before actual expenditures are known for the current year. This year in particular, there is a lot of uncertainty about what the Enacted State Budget will look like. For this reason, we are planning on revising our budget and presenting it at the August board meeting.

## **Overview of the Economy**

On May 14, 2022 the Governor presented an overview of the May Revision. School Services of California and Capital Advisors provide information for Local Educational Agencies (LEAs) to assist with budget formation and future planning. The following are the highlights:

- Good economic times now, but urged caution for the years ahead
- Inflation and fears of prolonged inflation pose the most immediate risk to the economy
- Supply chain bottlenecks continue to aggravate supply and demand, which exacerbates inflationary pressures
- The volatility of the stock market creates great uncertainty and risk for the economy of California because of our over-reliance on the state's wealthiest residents
- The Ukraine-Russia War and potential surges in COVID cases may worsen vulnerable economic conditions
- The significant investments in the May Revision – namely, the increased ongoing education spending obligations – can create out-year risks for the state and for local leaders.

## **Significant changes since January Budget Proposal:**

Ongoing:

- Additional funding added to the base grant, which equates to a 3.28% COLA
- COLA of 6.56%, which is higher than the January projection of 5.33%.
- Increased revenues to help fund new programs, such as the Expanded Learning Opportunity Program, our after school program, bringing the funding to \$2500 per unduplicated pupil.
- Some relief for declining enrollment- using an average over a period of three years
- Increase special education funding, although the program is still severely underfunded.

One-time funds:

- Proposed Discretionary Block Grant. Possibility of \$1500/ADA. Details not worked out yet.
- About \$100,000 in deferred maintenance funding per district

- \$4 billion for a school facility program. Would most likely be through a competitive process and not allocated out to all districts.
- Funding for green school bus grants

Major Issues **NOT** Included in May Revision

- Any additional relief for school employer CalSTRS/CalPERS rate increases
- No new funding dedicated to TK facilities
- No additional funding for transportation, which hasn't changed in decades

**2022-23 General Fund Budget Components**

Average Daily Attendance (ADA) is estimated at 3,645.71 or 92%. We are working on getting our ADA back up to 95.5% where it was pre-pandemic but are conservatively budgeting for 92% at this time.

The District's CBEDS enrollment is projected at 3,906 with an unduplicated count of 44.84%

Lottery revenue is estimated to be \$163 per ADA for unrestricted purposes and \$65 per ADA for restricted purposes

Mandated Cost Block Grant is \$34.94 for K-8 ADA, and \$67.31 for 9-12 ADA

Illustrated below are the salary & benefit costs (savings) of an estimated 1% salary increase /decrease:

- Certificated: \$ 194,742
- Classified: \$ 94,116
- Management: \$ 50,091

STRS and PERS rates have been factored as follows per the School Services Dartboard 5/20/22:

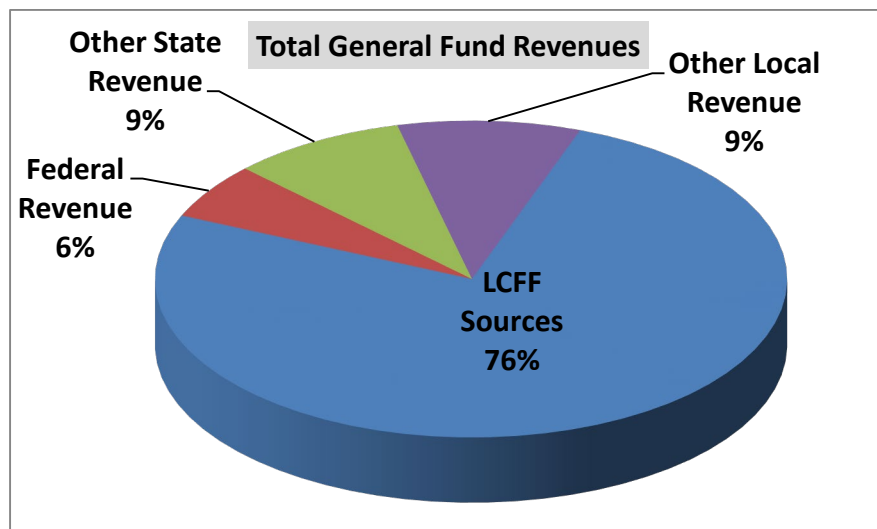
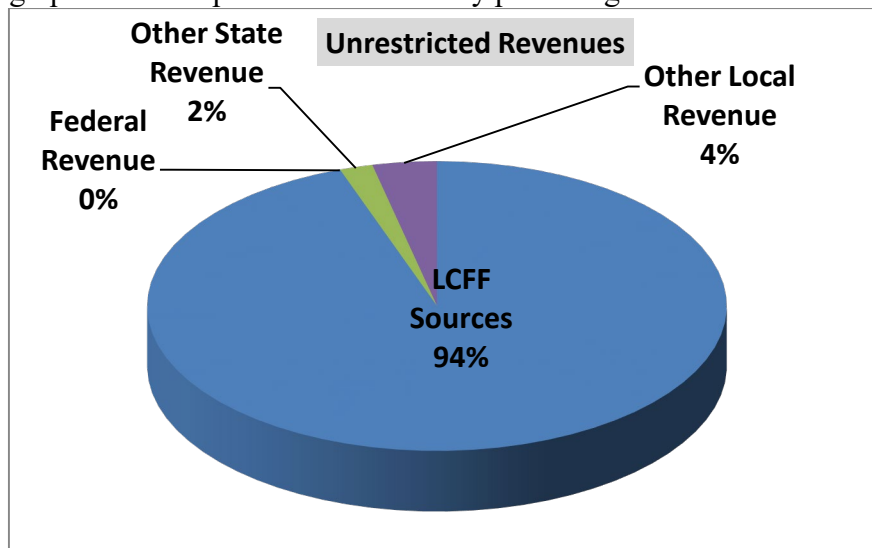
<b>Factors</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
CalSTRS Employer Rate	16.92%	19.10%	19.10%	19.10%
CalPERS Employer Rate	22.91%	25.37%	25.20%	24.60%

## General Fund - Revenue Components

The District receives funding for its general operations from several sources. A breakdown of the major funding sources is illustrated below:

Description	Unrestricted General Fund	Total General Fund
LCFF Sources	\$41,392,014	\$42,682,770
Federal Revenue	-	\$3,210,929
Other State Revenue	\$752,607	\$5,012,067
Other Local Revenue	\$1,858,367	\$5,250,120
<b>TOTAL REVENUES</b>	<b>\$ 44,002,988</b>	<b>\$ 56,155,886</b>

Following are graphical descriptions of revenues by percentage:



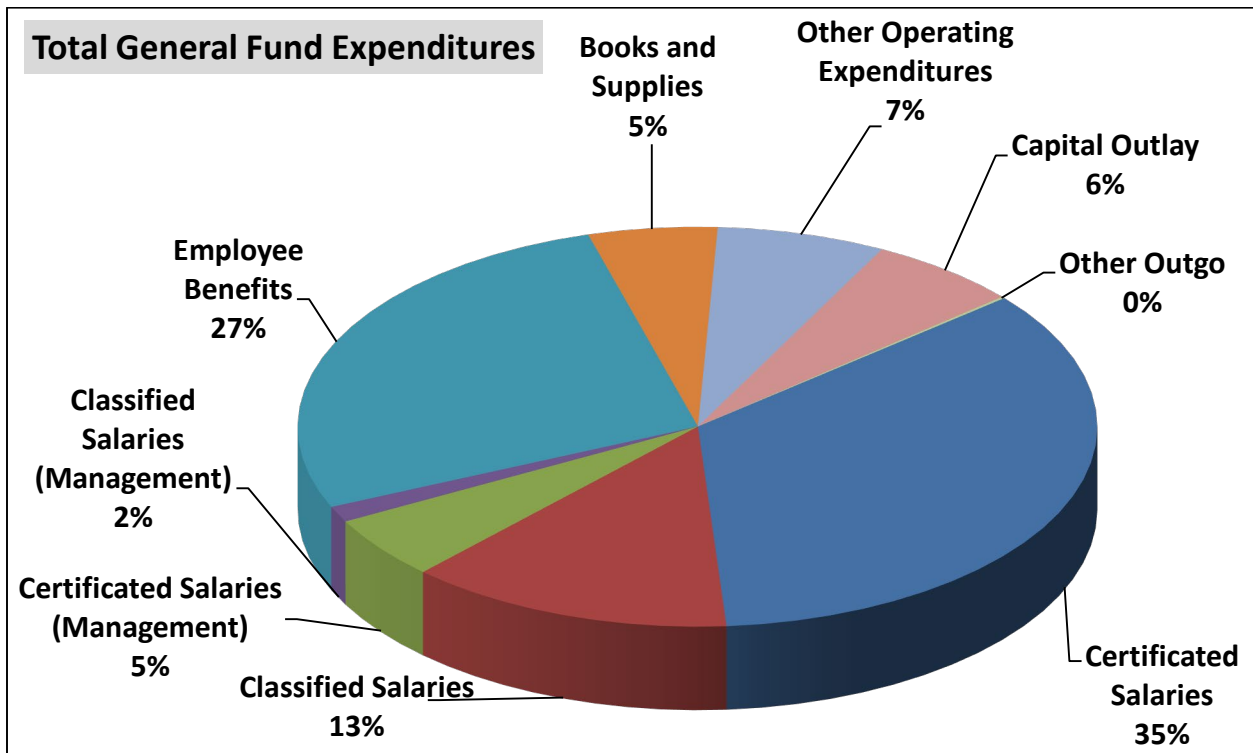
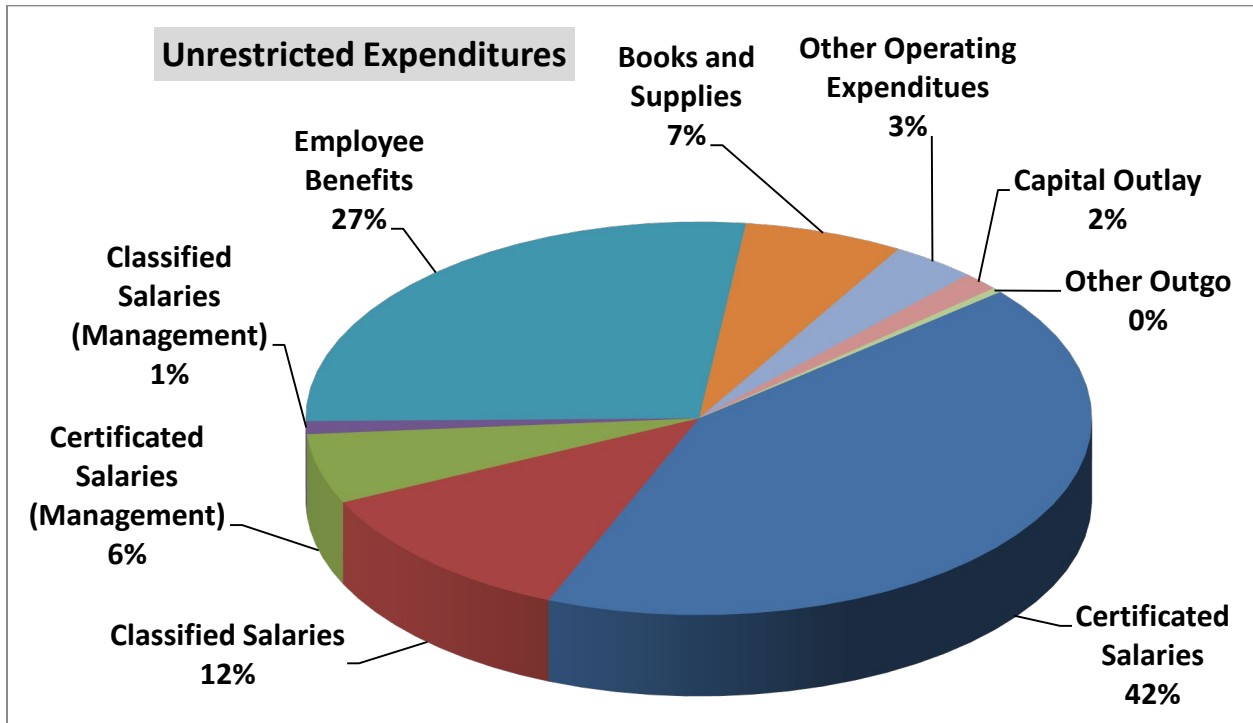


### General Fund - Operating Expenditure Components

The General Fund is used for expenditures for many of the functions within the District. As illustrated below, the largest part of expenditures are salaries and related benefits that comprise of 88% of the District's unrestricted budget, and approximately 82% of the total General Fund budget.

Description	Unrestricted General Fund	Total General Fund
Certificated Salaries	15,334,658	19,165,470
Classified Salaries	4,249,542	7,219,856
Certificated Salaries (Management)	2,074,952	2,787,330
Classified Salaries (Management)	384,449	704,855
Employee Benefits	9,825,940	14,883,796
Books and Supplies	2,378,298	2,861,969
Other Operating Expenditures	1,266,808	3,737,546
Capital Outlay	546,798	3,364,734
Other Outgo	(146,315)	(75,000)
<b>TOTAL</b>	<b>\$ 35,915,130</b>	<b>\$ 54,650,556</b>

Following are graphical descriptions of expenditures by percentage:



### Contributions to Restricted Programs

The budget includes the following transfers of unrestricted resources to restricted programs to cover restricted program expenditures in excess of revenue.

Description	2022-23 Budget Adoption
Routine Restricted Maintenance Account	\$1,700,000
Special Education	\$4,478,378
Transportation	\$1,155,415
Transportation (SPED)	\$243,789
<b>TOTAL</b>	<b>\$7,577,582</b>

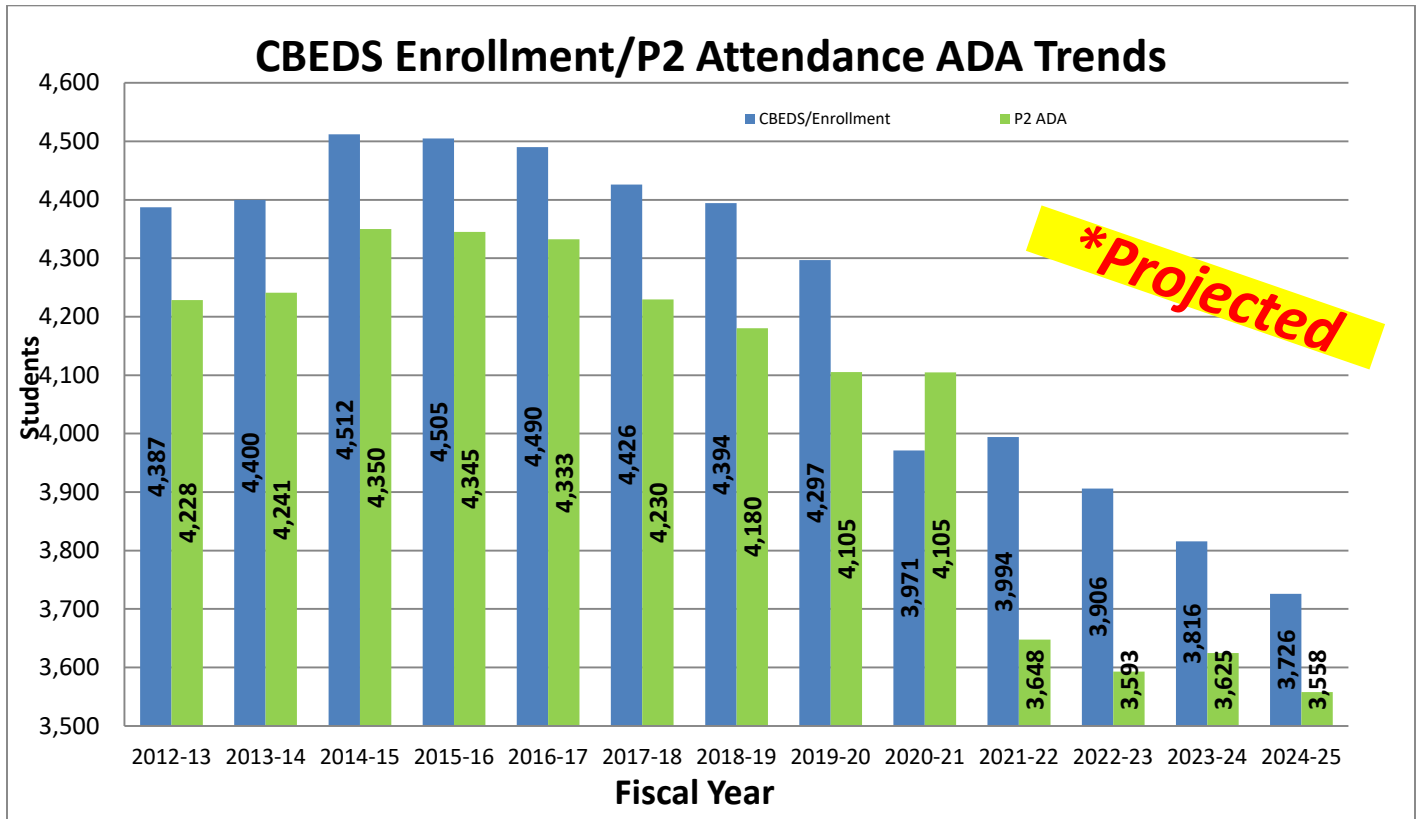
### Components of Ending Fund Balance

	Nonspendable	Restricted	Committed	Assigned	Unassigned / Unappropriated
Revolving Cash and Stores	\$45,500				
Restricted (Categoricals)		\$2,474,980			
Technology Update			\$1,000,000		
Textbook Adoption(s)			\$1,000,000		
Reserve for Cashflow/COVID Crisis			\$7,277,510		
TK Expansion Planning			\$1,500,000		
Strategic Planning			\$2,000,000		
Compensated Absences				\$50,000	
Site Donation Accounts				\$200,000	
CTE Match Requirement				\$100,000	
Reserve for Economic Uncertainty (minimum 3% - State Required)					\$1,689,000
Unassigned / Unappropriated					\$0

### Cash Flow

The District's cash flow is estimated based on the State Controller's estimated payment dates for K-12 principal apportionments, lottery apportionments, and EPA apportionments. Staff projects a positive cash flow through 2022-23. Staff will continue to monitor revenues, expenditures, and cash flow to ensure there is sufficient cash to meet all obligations.

**Enrollment and ADA Projections**



## MULTI YEAR BUDGET ASSUMPTIONS

	2022-23	2023-24	2024-25
Enrollment Projections	3,906	3,816	3,726
Funded ADA	3954	3784	3625
ADA	3646	3593	3625
Unduplicated Pupil Percentage	43.25%	42.70%	42.35%
Mandate Block Grant	\$132,107	\$132,107	\$132,107
One-Time Discretionary Grant	0	0	0
Unrestricted Lottery Funds per ADA	\$163	\$163	\$163
Restricted Lottery Funds per ADA	\$65	\$65	\$65
Charter School Allowable Fees	\$1,761,850	\$1,800,000	\$1,850,000
Additional Base Grant	\$1,867,991	\$299,082	(\$419,041)
Additional Supplemental Grant	\$55,275	(\$14,878)	(\$37,342)
Step and Column Increases	\$428,575	\$389,525	\$361,097
STRS Contribution	\$3,590,204 19.10%	\$3,885,186 19.10%	\$3,623,931 19.10%
PERS Contribution	\$1,691,231 25.37%	\$1,735,508 25.20%	\$1,730,330 24.60%
Health/Welfare Benefits	\$4,743,530	\$4,800,947	\$4,735,820
Certificated Staffing	-3	0	-3
Classified Staffing	0	0	0
Post-Employment Benefits Transfer	\$1,300,000	\$650,000	\$650,000
Textbook Adoptions	\$0	\$0	\$1,000,000
Deferred Maintenance	\$1,560,000	\$1,560,000	\$1,560,000
Increased Cost of SPED Services	\$423,111	\$181,813	\$299,706
California CPI applied to Supplies/Services	6.11%	3.14%	1.97%
Reserve for Economic Uncertainties	3%	3%	3%

<b>ORCUTT UNION SCHOOL DISTRICT</b>	
<b>FUND BALANCES</b>	
<b>General Fund (Fund 01)</b>	
Beginning Balance	\$ 17,478,981
Revenues	\$ 56,155,886
Expenditures	\$ (54,650,556)
Other Financing/Sources	\$ (1,647,321)
Ending Fund Balance	\$ 17,336,990
<b>Charter School (Fund 09)</b>	
Beginning Balance	\$ 2,365,731
Revenues	\$ 9,100,285
Expenditures	\$ (9,073,329)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 2,392,687
<b>Child Development (Fund 12)</b>	
Beginning Balance	\$ -
Revenues	\$ 297,376
Expenditures	\$ (297,376)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ -
<b>Cafeteria (Fund 13)</b>	
Beginning Balance	\$ 2,149,618
Revenues	\$ 2,549,000
Expenditures	\$ (2,602,951)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 2,095,667
<b>Deferred Maintenance (Fund 14)</b>	
Beginning Balance	\$ 5,684,036
Revenues	\$ 12,000
Expenditures	\$ (1,139,794)
Other Financing/Sources	\$ 1,647,321
Ending Fund Balance	\$ 6,203,564
<b>Post-Employment Benefits (Fund 20)</b>	
Beginning Balance	\$ 5,791
Revenues	\$ 30
Expenditures	\$ -
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 5,821
<b>Building Fund (Fund 21)</b>	
Beginning Balance	\$ 13,105,456
Revenues	\$ 55,000
Expenditures	\$ (7,154,976)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 6,005,480
<b>Developer's Fees (Fund 25)</b>	
Beginning Balance	\$ 1,798,613
Revenues	\$ 348,000
Expenditures	\$ (31,750)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 2,114,863
<b>Special Reserve - Capital Projects (Fund 40)</b>	
Beginning Balance	\$ 171,863
Revenues	\$ 600
Expenditures	\$ (3,000)
Other Financing/Sources	\$ -
Ending Fund Balance	\$ 169,463
<b>Bond Interest &amp; Redemption (Fund 51)</b>	
Beginning Balance	\$ 3,390,009
Revenues	\$ 2,626,465
Expenditures	\$ (2,891,946)
Ending Fund Balance	\$ 3,124,528
<b>Self-Insurance Fund (Fund 67)</b>	
Beginning Balance	\$ 86,027
Revenues	\$ 3,300
Expenditures	\$ -
Ending Fund Balance	\$ 89,327
<b>Other Post Employment Benefits (Fund 71)</b>	
Beginning Balance	\$ 8,221,068
Revenues	\$ -
Expenditures	\$ -
Other Financing/Sources	\$ 1,485,000
Ending Fund Balance	\$ 9,706,068
<b>Combined Beginning Balance</b>	<b>\$ 54,457,193</b>
<b>Combined Ending Balance</b>	<b>\$ 49,244,457</b>
<b>Total Revenue</b>	<b>\$ 71,147,942</b>
<b>Total Expenditures</b>	<b>\$ (77,845,679)</b>
updated 05/27/2022	

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>A. REVENUES</b>									
1) LCFF Sources		8010-8099	39,054,299.00	1,290,435.00	40,344,734.00	41,392,014.00	1,290,756.00	42,682,770.00	5.8%
2) Federal Revenue		8100-8299	0.00	2,978,058.13	2,978,058.13	0.00	3,210,929.10	3,210,929.10	7.8%
3) Other State Revenue		8300-8599	752,607.00	6,539,327.11	7,291,934.11	752,607.00	4,259,460.17	5,012,067.17	-31.3%
4) Other Local Revenue		8600-8799	2,196,745.07	2,852,366.35	5,049,111.42	1,858,366.73	3,391,753.10	5,250,119.83	4.0%
5) TOTAL, REVENUES			42,003,651.07	13,660,186.59	55,663,837.66	44,002,987.73	12,152,898.37	56,155,886.10	0.9%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	16,748,564.32	4,415,350.39	21,163,914.71	17,409,609.38	4,543,190.48	21,952,799.86	3.7%
2) Classified Salaries		2000-2999	5,565,609.13	2,586,982.45	8,152,591.58	4,633,990.77	3,290,720.61	7,924,711.38	-2.8%
3) Employee Benefits		3000-3999	8,802,207.40	4,599,780.10	13,401,987.50	9,825,940.02	5,057,856.04	14,883,796.06	11.1%
4) Books and Supplies		4000-4999	2,855,270.15	456,140.66	3,311,410.81	2,378,297.92	483,670.86	2,861,968.78	-13.6%
5) Services and Other Operating Expenditures		5000-5999	1,389,066.03	2,517,604.81	3,906,670.84	1,266,808.47	2,470,737.78	3,737,546.25	-4.3%
6) Capital Outlay		6000-6999	162,598.00	302,771.00	465,369.00	546,798.00	543,714.00	1,090,512.00	134.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	1,993,051.00	1,993,051.00	0.00	2,274,222.00	2,274,222.00	14.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(203,517.00)	128,517.00	(75,000.00)	(146,315.00)	71,315.00	(75,000.00)	0.0%
9) TOTAL, EXPENDITURES			35,319,798.03	17,000,197.41	52,319,995.44	35,915,129.56	18,735,426.77	54,650,556.33	4.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			6,683,853.04	(3,340,010.82)	3,343,842.22	8,087,858.17	(6,582,528.40)	1,505,329.77	-55.0%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,000,000.00	599,596.00	1,599,596.00	1,000,000.00	647,320.78	1,647,320.78	3.0%
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	(5,829,368.45)	5,829,368.45	0.00	(6,178,378.02)	6,178,378.02	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,829,368.45)	5,229,772.45	(1,599,596.00)	(7,178,378.02)	5,531,057.24	(1,647,320.78)	3.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(145,515.41)	1,889,761.63	1,744,246.22	909,480.15	(1,051,471.16)	(141,991.01)	-108.1%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	14,098,045.26	1,636,689.08	15,734,734.34	13,952,529.85	3,526,450.71	17,478,980.56	11.1%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			14,098,045.26	1,636,689.08	15,734,734.34	13,952,529.85	3,526,450.71	17,478,980.56	11.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,098,045.26	1,636,689.08	15,734,734.34	13,952,529.85	3,526,450.71	17,478,980.56	11.1%
2) Ending Balance, June 30 (E + F1e)			13,952,529.85	3,526,450.71	17,478,980.56	14,862,010.00	2,474,979.55	17,336,989.55	-0.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	15,500.00	0.00	15,500.00	15,500.00	0.00	15,500.00	0.0%
Stores		9712	30,000.00	0.00	30,000.00	30,000.00	0.00	30,000.00	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	3,526,450.71	3,526,450.71	0.00	2,474,979.55	2,474,979.55	-29.8%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	13,557,029.85	0.00	13,557,029.85	12,777,510.00	0.00	12,777,510.00	-5.7%
Technology Update	0000	9760	1,000,000.00		1,000,000.00			0.00	
Textbook Adoption	0000	9760	1,000,000.00		1,000,000.00			0.00	
Economic Downturn/Declining Enrollment	0000	9760	8,057,029.85		8,057,029.85			0.00	
TK Expansion Plan Implementation	0000	9760	1,500,000.00		1,500,000.00			0.00	
Strategic Plan Implementation	0000	9760	2,000,000.00		2,000,000.00			0.00	
Technology Update	0000	9760			0.00	1,000,000.00		1,000,000.00	
Textbook Adoption	0000	9760			0.00	1,000,000.00		1,000,000.00	
Economic downturn/Declining Enrollment	0000	9760			0.00	7,277,510.00		7,277,510.00	
TK Expansion Plan Implementation	0000	9760			0.00	1,500,000.00		1,500,000.00	
Strategic Plan Implementation	0000	9760			0.00	2,000,000.00		2,000,000.00	
d) Assigned									
Other Assignments		9780	350,000.00	0.00	350,000.00	350,000.00	0.00	350,000.00	0.0%
Compensated Absences	0000	9780	50,000.00		50,000.00			0.00	
CTE Match Requirement	0000	9780	100,000.00		100,000.00			0.00	
Site Donation Accounts	0000	9780	200,000.00		200,000.00			0.00	
Compensated Absences	0000	9780			0.00	50,000.00		50,000.00	
Site Donation Accounts	0000	9780			0.00	200,000.00		200,000.00	
CTE Required Match	0000	9780			0.00	100,000.00		100,000.00	
e) Unassigned/Unappropriated									



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)	
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	1,689,000.00	0.00	1,689,000.00	New
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	10,550,154.82	1,299,804.55	11,849,959.37				
1) Fair Value Adjustment to Cash in County Treasury		9111	2,937.00	0.00	2,937.00				
b) in Banks		9120	2,500.00	0.00	2,500.00				
c) in Revolving Cash Account		9130	15,500.00	0.00	15,500.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	1,222,404.00	1,222,404.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	3,796.20	0.00	3,796.20				
6) Stores		9320	23,707.75	0.00	23,707.75				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			10,598,595.77	2,522,208.55	13,120,804.32				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	1,390.82	0.00	1,390.82				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	1,200.00	1,200.00				
6) TOTAL, LIABILITIES			1,390.82	1,200.00	2,590.82				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30									

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)	
(G9 + H2) - (I6 + J2)			10,597,204.95	2,521,008.55	13,118,213.50				
<b>LCFF SOURCES</b>									
Principal Apportionment									
State Aid - Current Year		8011	17,371,036.00	0.00	17,371,036.00	20,467,989.00	0.00	20,467,989.00	17.8%
Education Protection Account State Aid - Current Year		8012	7,239,333.00	0.00	7,239,333.00	6,180,956.00	0.00	6,180,956.00	-14.6%
State Aid - Prior Years		8019	(125,000.00)	0.00	(125,000.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	55,065.00	0.00	55,065.00	55,065.00	0.00	55,065.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	13,300,127.00	0.00	13,300,127.00	13,725,212.00	0.00	13,725,212.00	3.2%
Unsecured Roll Taxes		8042	452,431.00	0.00	452,431.00	452,431.00	0.00	452,431.00	0.0%
Prior Years' Taxes		8043	23,134.00	0.00	23,134.00	23,134.00	0.00	23,134.00	0.0%
Supplemental Taxes		8044	1,043,800.00	0.00	1,043,800.00	1,043,800.00	0.00	1,043,800.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	2,128,841.00	0.00	2,128,841.00	2,128,841.00	0.00	2,128,841.00	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			41,488,767.00	0.00	41,488,767.00	44,077,428.00	0.00	44,077,428.00	6.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(2,434,468.00)	0.00	(2,434,468.00)	(2,685,414.00)	0.00	(2,685,414.00)	10.3%
Property Taxes Transfers		8097	0.00	1,290,435.00	1,290,435.00	0.00	1,290,756.00	1,290,756.00	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			39,054,299.00	1,290,435.00	40,344,734.00	41,392,014.00	1,290,756.00	42,682,770.00	5.8%
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	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)	
Special Education Entitlement		8181	0.00	953,647.00	953,647.00	0.00	1,017,616.00	1,017,616.00	6.7%
Special Education Discretionary Grants		8182	0.00	265,140.00	265,140.00	0.00	39,880.00	39,880.00	-85.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		516,604.04	516,604.04		563,637.00	563,637.00	9.1%
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		236,116.00	236,116.00		87,539.00	87,539.00	-62.9%
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		76,118.82	76,118.82		83,077.75	83,077.75	9.1%
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		52,080.00	52,080.00		52,080.00	52,080.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	878,352.27	878,352.27	0.00	1,367,099.35	1,367,099.35	55.6%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>2,978,058.13</b>	<b>2,978,058.13</b>	<b>0.00</b>	<b>3,210,929.10</b>	<b>3,210,929.10</b>	<b>7.8%</b>
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	63,800.00	63,800.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	132,107.00	0.00	132,107.00	132,107.00	0.00	132,107.00	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)	
Lottery - Unrestricted and Instructional Materials		8560	603,000.00	236,000.00	839,000.00	603,000.00	236,000.00	839,000.00	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		178,454.55	178,454.55		190,765.17	190,765.17	6.9%
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%
Implementation All Other State Revenue	7405 All Other	8590 8590	17,500.00	6,061,072.56	6,078,572.56	17,500.00	3,832,695.00	3,850,195.00	-36.7%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>752,607.00</b>	<b>6,539,327.11</b>	<b>7,291,934.11</b>	<b>752,607.00</b>	<b>4,259,460.17</b>	<b>5,012,067.17</b>	<b>-31.3%</b>
<b>OTHER LOCAL REVENUE</b>									
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	65,000.00	0.00	65,000.00	65,000.00	0.00	65,000.00	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	23,988.00	0.00	23,988.00	23,988.00	0.00	23,988.00	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	2,107,757.07	192,602.35	2,300,359.42	1,769,378.73	183,000.10	1,952,378.83	-15.1%
Tuition		8710	0.00	532,817.00	532,817.00	0.00	532,012.00	532,012.00	-0.2%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		2,126,947.00	2,126,947.00		2,676,741.00	2,676,741.00	25.8%
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%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,196,745.07</b>	<b>2,852,366.35</b>	<b>5,049,111.42</b>	<b>1,858,366.73</b>	<b>3,391,753.10</b>	<b>5,250,119.83</b>	<b>4.0%</b>

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, REVENUES			42,003,651.07	13,660,186.59	55,663,837.66	44,002,987.73	12,152,898.37	56,155,886.10	0.9%
<b>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	14,031,514.53	3,620,693.05	17,652,207.58	14,734,908.14	3,502,794.53	18,237,702.67	3.3%
Certificated Pupil Support Salaries		1200	427,293.19	394,572.47	821,865.66	415,888.56	328,017.44	743,906.00	-9.5%
Certificated Supervisors' and Administrators' Salaries		1300	2,111,495.60	392,584.87	2,504,080.47	2,074,951.68	712,378.51	2,787,330.19	11.3%
Other Certificated Salaries		1900	178,261.00	7,500.00	185,761.00	183,861.00	0.00	183,861.00	-1.0%
TOTAL, CERTIFICATED SALARIES			16,748,564.32	4,415,350.39	21,163,914.71	17,409,609.38	4,543,190.48	21,952,799.86	3.7%
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	267,699.30	1,704,767.17	1,972,466.47	159,012.02	1,958,823.27	2,117,835.29	7.4%
Classified Support Salaries		2200	2,550,293.19	488,786.12	3,039,079.31	2,105,018.94	836,501.90	2,941,520.84	-3.2%
Classified Supervisors' and Administrators' Salaries		2300	505,092.71	230,947.31	736,040.02	384,448.84	320,406.52	704,855.36	-4.2%
Clerical, Technical and Office Salaries		2400	1,927,158.18	140,638.26	2,067,796.44	1,799,805.96	174,988.92	1,974,794.88	-4.5%
Other Classified Salaries		2900	315,365.75	21,843.59	337,209.34	185,705.01	0.00	185,705.01	-44.9%
TOTAL, CLASSIFIED SALARIES			5,565,609.13	2,586,982.45	8,152,591.58	4,633,990.77	3,290,720.61	7,924,711.38	-2.8%
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	2,768,129.67	2,891,336.39	5,659,466.06	2,854,809.56	3,035,394.88	5,890,204.44	4.1%
PERS		3201-3202	1,047,126.38	381,168.68	1,428,295.06	1,089,179.59	602,052.49	1,691,232.08	18.4%
OASDI/Medicare/Alternative		3301-3302	583,487.08	207,548.60	791,035.68	545,833.05	233,424.04	779,257.09	-1.5%
Health and Welfare Benefits		3401-3402	2,966,633.74	986,107.69	3,952,741.43	2,963,406.00	1,046,830.59	4,010,236.59	1.5%
Unemployment Insurance		3501-3502	108,719.25	34,611.87	143,331.12	103,371.11	37,172.42	140,543.53	-1.9%
Workers' Compensation		3601-3602	220,204.95	70,179.21	290,384.16	225,973.21	81,235.32	307,208.53	5.8%
OPEB, Allocated		3701-3702	1,088,639.92	0.00	1,088,639.92	2,033,291.00	0.00	2,033,291.00	86.8%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	19,266.41	28,827.66	48,094.07	10,076.50	21,746.30	31,822.80	-33.8%
TOTAL, EMPLOYEE BENEFITS			8,802,207.40	4,599,780.10	13,401,987.50	9,825,940.02	5,057,856.04	14,883,796.06	11.1%
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	43,000.00	15,000.00	58,000.00	43,000.00	15,000.00	58,000.00	0.0%
Books and Other Reference Materials		4200	17,290.00	15,500.00	32,790.00	17,290.00	2,000.00	19,290.00	-41.2%
Materials and Supplies		4300	2,208,930.15	391,927.16	2,600,857.31	2,041,457.92	387,117.36	2,428,575.28	-6.6%
Noncapitalized Equipment		4400	586,050.00	33,713.50	619,763.50	276,550.00	79,553.50	356,103.50	-42.5%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			2,855,270.15	456,140.66	3,311,410.81	2,378,297.92	483,670.86	2,861,968.78	-13.6%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									

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)	
Subagreements for Services		5100	47,500.00	366,065.00	413,565.00	47,500.00	387,948.00	435,448.00	5.3%
Travel and Conferences		5200	123,787.05	46,755.08	170,542.13	138,437.90	130,045.07	268,482.97	57.4%
Dues and Memberships		5300	35,930.00	0.00	35,930.00	35,755.00	0.00	35,755.00	-0.5%
Insurance		5400 - 5450	423,778.00	11,100.00	434,878.00	423,778.00	11,100.00	434,878.00	0.0%
Operations and Housekeeping Services		5500	832,920.00	0.00	832,920.00	916,420.00	0.00	916,420.00	10.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	191,888.85	99,993.70	291,882.55	198,435.85	99,993.70	298,429.55	2.2%
Transfers of Direct Costs		5710	(1,362.35)	1,362.35	0.00	(1,293.85)	1,293.85	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,783,119.20)	308.07	(1,782,811.13)	(1,855,576.81)	0.00	(1,855,576.81)	4.1%
Professional/Consulting Services and Operating Expenditures		5800	1,315,454.30	1,988,999.21	3,304,453.51	1,138,221.30	1,837,667.16	2,975,888.46	-9.9%
Communications		5900	202,289.38	3,021.40	205,310.78	225,131.08	2,690.00	227,821.08	11.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>1,389,066.03</b>	<b>2,517,604.81</b>	<b>3,906,670.84</b>	<b>1,266,808.47</b>	<b>2,470,737.78</b>	<b>3,737,546.25</b>	<b>-4.3%</b>
<b>CAPITAL OUTLAY</b>									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	2,800.00	189,635.00	192,435.00	0.00	430,578.00	430,578.00	123.8%
Buildings and Improvements of Buildings		6200	0.00	20,000.00	20,000.00	0.00	20,000.00	20,000.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	157,698.00	70,000.00	227,698.00	544,698.00	70,000.00	614,698.00	170.0%
Equipment Replacement		6500	2,100.00	23,136.00	25,236.00	2,100.00	23,136.00	25,236.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>162,598.00</b>	<b>302,771.00</b>	<b>465,369.00</b>	<b>546,798.00</b>	<b>543,714.00</b>	<b>1,090,512.00</b>	<b>134.3%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
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	253,322.00	253,322.00	0.00	228,378.00	228,378.00	-9.8%
Payments to County Offices		7142	0.00	1,739,729.00	1,739,729.00	0.00	2,045,844.00	2,045,844.00	17.6%
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%

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)	
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)			0.00	1,993,051.00	1,993,051.00	0.00	2,274,222.00	2,274,222.00	14.1%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(128,517.00)	128,517.00	0.00	(71,315.00)	71,315.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(75,000.00)	0.00	(75,000.00)	(75,000.00)	0.00	(75,000.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(203,517.00)	128,517.00	(75,000.00)	(146,315.00)	71,315.00	(75,000.00)	0.0%
TOTAL, EXPENDITURES			35,319,798.03	17,000,197.41	52,319,995.44	35,915,129.56	18,735,426.77	54,650,556.33	4.5%
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>									
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	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)	
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,000,000.00	599,596.00	1,599,596.00	1,000,000.00	647,320.78	1,647,320.78	3.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			1,000,000.00	599,596.00	1,599,596.00	1,000,000.00	647,320.78	1,647,320.78	3.0%
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
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%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>									
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%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(5,829,368.45)	5,829,368.45	0.00	(6,178,378.02)	6,178,378.02	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			(5,829,368.45)	5,829,368.45	0.00	(6,178,378.02)	6,178,378.02	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			(6,829,368.45)	5,229,772.45	(1,599,596.00)	(7,178,378.02)	5,531,057.24	(1,647,320.78)	3.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	39,054,299.00	1,290,435.00	40,344,734.00	41,392,014.00	1,290,756.00	42,682,770.00	5.8%
2) Federal Revenue		8100-8299	0.00	2,978,058.13	2,978,058.13	0.00	3,210,929.10	3,210,929.10	7.8%
3) Other State Revenue		8300-8599	752,607.00	6,539,327.11	7,291,934.11	752,607.00	4,259,460.17	5,012,067.17	-31.3%
4) Other Local Revenue		8600-8799	2,196,745.07	2,852,366.35	5,049,111.42	1,858,366.73	3,391,753.10	5,250,119.83	4.0%
5) TOTAL, REVENUES			42,003,651.07	13,660,186.59	55,663,837.66	44,002,987.73	12,152,898.37	56,155,886.10	0.9%
<b>B. EXPENDITURES (Objects 1000-7999)</b>									
1) Instruction	1000-1999		22,248,093.92	10,606,786.99	32,854,880.91	23,121,714.28	10,768,992.44	33,890,706.72	3.2%
2) Instruction - Related Services	2000-2999		5,510,017.46	1,142,949.51	6,652,966.97	5,868,584.92	1,481,268.58	7,349,853.50	10.5%
3) Pupil Services	3000-3999		2,562,415.50	1,712,496.86	4,274,912.36	2,777,558.01	1,700,581.27	4,478,139.28	4.8%
4) Ancillary Services	4000-4999		130,953.76	4,420.54	135,374.30	117,735.51	4,420.54	122,156.05	-9.8%
5) Community Services	5000-5999		735,121.97	0.00	735,121.97	0.00	666,495.22	666,495.22	-9.3%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,017,241.58	159,777.78	1,177,019.36	1,002,510.32	167,430.61	1,169,940.93	-0.6%
8) Plant Services	8000-8999		3,115,953.84	1,380,714.73	4,496,668.57	3,027,026.52	1,672,016.11	4,699,042.63	4.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	1,993,051.00	1,993,051.00	0.00	2,274,222.00	2,274,222.00	14.1%
10) TOTAL, EXPENDITURES			35,319,798.03	17,000,197.41	52,319,995.44	35,915,129.56	18,735,426.77	54,650,556.33	4.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			6,683,853.04	(3,340,010.82)	3,343,842.22	8,087,858.17	(6,582,528.40)	1,505,329.77	-55.0%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,000,000.00	599,596.00	1,599,596.00	1,000,000.00	647,320.78	1,647,320.78	3.0%
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	(5,829,368.45)	5,829,368.45	0.00	(6,178,378.02)	6,178,378.02	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,829,368.45)	5,229,772.45	(1,599,596.00)	(7,178,378.02)	5,531,057.24	(1,647,320.78)	3.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(145,515.41)	1,889,761.63	1,744,246.22	909,480.15	(1,051,471.16)	(141,991.01)	-108.1%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	14,098,045.26	1,636,689.08	15,734,734.34	13,952,529.85	3,526,450.71	17,478,980.56	11.1%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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)			14,098,045.26	1,636,689.08	15,734,734.34	13,952,529.85	3,526,450.71	17,478,980.56	11.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,098,045.26	1,636,689.08	15,734,734.34	13,952,529.85	3,526,450.71	17,478,980.56	11.1%
2) Ending Balance, June 30 (E + F1e)			13,952,529.85	3,526,450.71	17,478,980.56	14,862,010.00	2,474,979.55	17,336,989.55	-0.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	15,500.00	0.00	15,500.00	15,500.00	0.00	15,500.00	0.0%
Stores		9712	30,000.00	0.00	30,000.00	30,000.00	0.00	30,000.00	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	3,526,450.71	3,526,450.71	0.00	2,474,979.55	2,474,979.55	-29.8%
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	13,557,029.85	0.00	13,557,029.85	12,777,510.00	0.00	12,777,510.00	-5.7%
Technology Update	0000	9760	1,000,000.00		1,000,000.00			0.00	
Textbook Adoption	0000	9760	1,000,000.00		1,000,000.00			0.00	
Economic Downturn/Declining Enrollment	0000	9760	8,057,029.85		8,057,029.85			0.00	
TK Expansion Plan Implementation	0000	9760	1,500,000.00		1,500,000.00			0.00	
Strategic Plan Implementation	0000	9760	2,000,000.00		2,000,000.00			0.00	
Technology Update	0000	9760			0.00	1,000,000.00		1,000,000.00	
Textbook Adoption	0000	9760			0.00	1,000,000.00		1,000,000.00	
Economic downturn/Declining Enrollment	0000	9760			0.00	7,277,510.00		7,277,510.00	
TK Expansion Plan Implementation	0000	9760			0.00	1,500,000.00		1,500,000.00	
Strategic Plan Implementation	0000	9760			0.00	2,000,000.00		2,000,000.00	
d) Assigned									
Other Assignments (by Resource/Object)		9780	350,000.00	0.00	350,000.00	350,000.00	0.00	350,000.00	0.0%
Compensated Absences	0000	9780	50,000.00		50,000.00			0.00	
CTE Match Requirement	0000	9780	100,000.00		100,000.00			0.00	
Site Donation Accounts	0000	9780	200,000.00		200,000.00			0.00	
Compensated Absences	0000	9780			0.00	50,000.00		50,000.00	
Site Donation Accounts	0000	9780			0.00	200,000.00		200,000.00	
CTE Required Match	0000	9780			0.00	100,000.00		100,000.00	
e) Unassigned/Unappropriated									

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	1,689,000.00	0.00	1,689,000.00	New
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
2600	Expanded Learning Opportunities Program	959,911.00	1,138,394.27
4035	ESSA: Title II, Part A, Supporting Effective Instruction	0.00	.10
6230	California Clean Energy Jobs Act	16,944.04	16,944.04
6266	Educator Effectiveness, FY 2021-22	860,137.84	637,312.64
6300	Lottery: Instructional Materials	263,328.34	407,328.34
6536	Special Ed: Dispute Prevention and Dispute Resolution	15,578.86	0.00
6537	Special Ed: Learning Recovery Support	225,659.00	0.00
6547	Special Education Early Intervention Preschool Grant	177,969.00	0.00
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	25,000.00	0.00
7029	Child Nutrition: Food Service Staff Training Funds	38,800.00	0.00
7311	Classified School Employee Professional Development Block Grant	17,634.40	0.00
7388	SB 117 COVID-19 LEA Response Funds	69,119.79	69,119.79
7425	Expanded Learning Opportunities (ELO) Grant	494,140.84	0.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	28,355.21	0.00
9010	Other Restricted Local	333,872.39	205,880.37
Total, Restricted Balance		3,526,450.71	2,474,979.55

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,451.02	23,451.02	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,451.02	23,451.02	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,451.02	23,451.02	0.0%
2) Ending Balance, June 30 (E + F1e)			23,451.02	23,451.02	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	23,451.02	23,451.02	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%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	23,451.02		
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			23,451.02		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			23,451.02		
<b>REVENUES</b>					
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%
<b>CERTIFICATED SALARIES</b>					
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%
<b>CLASSIFIED SALARIES</b>					
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%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
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%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
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%
<b>CAPITAL OUTLAY</b>					
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%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
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%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds 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%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
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
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>					
			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>					
			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,451.02	23,451.02	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,451.02	23,451.02	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,451.02	23,451.02	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
2) Ending Balance, June 30 (E + F1e)			23,451.02	23,451.02	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	23,451.02	23,451.02	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	23,451.02	23,451.02
Total, Restricted Balance		23,451.02	23,451.02

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	7,088,388.00	8,168,932.00	15.2%
2) Federal Revenue		8100-8299	32,241.00	40.00	-99.9%
3) Other State Revenue		8300-8599	992,790.42	792,538.42	-20.2%
4) Other Local Revenue		8600-8799	305,738.15	138,774.49	-54.6%
5) TOTAL, REVENUES			8,419,157.57	9,100,284.91	8.1%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	3,441,893.03	3,757,774.32	9.2%
2) Classified Salaries		2000-2999	567,642.36	629,009.99	10.8%
3) Employee Benefits		3000-3999	1,816,706.41	2,007,329.75	10.5%
4) Books and Supplies		4000-4999	382,907.16	328,202.71	-14.3%
5) Services and Other Operating Expenditures		5000-5999	2,277,957.10	2,351,012.40	3.2%
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			8,487,106.06	9,073,329.17	6.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(67,948.49)	26,955.74	-139.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(67,948.49)	26,955.74	-139.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,433,679.96	2,365,731.47	-2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,433,679.96	2,365,731.47	-2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,433,679.96	2,365,731.47	-2.8%
2) Ending Balance, June 30 (E + F1e)			2,365,731.47	2,392,687.21	1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	541,992.61	228,297.46	-57.9%
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	1,823,738.86	2,164,389.75	18.7%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	2,101,309.89		
1) Fair Value Adjustment to Cash in County Treasury		9111	484.00		
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	31,439.71		
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			2,133,233.60		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	20.23		
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			20.23		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G9 + H2) - (I6 + J2)			2,133,213.37		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	3,101,890.00	3,868,909.00	24.7%
Education Protection Account State Aid - Current Year		8012	1,552,030.00	1,614,609.00	4.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	2,434,468.00	2,685,414.00	10.3%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			7,088,388.00	8,168,932.00	15.2%
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	32,241.00	40.00	-99.9%
TOTAL, FEDERAL REVENUE			32,241.00	40.00	-99.9%
<b>OTHER STATE REVENUE</b>					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	29,919.00	29,919.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	158,952.42	158,952.42	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	803,919.00	603,667.00	-24.9%
TOTAL, OTHER STATE REVENUE			992,790.42	792,538.42	-20.2%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	7,000.00	7,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From					
Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	298,738.15	131,774.49	-55.9%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			305,738.15	138,774.49	-54.6%
TOTAL, REVENUES			8,419,157.57	9,100,284.91	8.1%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	2,831,851.18	3,053,579.30	7.8%
Certificated Pupil Support Salaries		1200	232,027.72	232,854.92	0.4%
Certificated Supervisors' and Administrators' Salaries		1300	316,335.19	416,081.16	31.5%
Other Certificated Salaries		1900	61,678.94	55,258.94	-10.4%
TOTAL, CERTIFICATED SALARIES			3,441,893.03	3,757,774.32	9.2%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	20,241.94	46,516.27	129.8%
Classified Support Salaries		2200	261,667.13	249,691.88	-4.6%



Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	231,586.40	264,491.39	14.2%
Other Classified Salaries		2900	54,146.89	68,310.45	26.2%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>567,642.36</b>	<b>629,009.99</b>	<b>10.8%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	922,809.48	970,844.52	5.2%
PERS		3201-3202	132,265.00	170,695.29	29.1%
OASDI/Medicare/Alternative		3301-3302	90,525.53	99,010.09	9.4%
Health and Welfare Benefits		3401-3402	503,004.25	506,555.00	0.7%
Unemployment Insurance		3501-3502	19,597.80	20,928.71	6.8%
Workers' Compensation		3601-3602	39,686.18	45,913.24	15.7%
OPEB, Allocated		3701-3702	107,555.20	192,555.20	79.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,262.97	827.70	-34.5%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>1,816,706.41</b>	<b>2,007,329.75</b>	<b>10.5%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	57,000.00	109,000.00	91.2%
Books and Other Reference Materials		4200	2,170.50	2,170.50	0.0%
Materials and Supplies		4300	303,847.40	160,921.95	-47.0%
Noncapitalized Equipment		4400	19,889.26	56,110.26	182.1%
Food		4700	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>382,907.16</b>	<b>328,202.71</b>	<b>-14.3%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	6,098.28	17,308.19	183.8%
Dues and Memberships		5300	8,278.74	1,140.00	-86.2%
Insurance		5400-5450	70,350.00	70,350.00	0.0%
Operations and Housekeeping Services		5500	180,216.25	206,216.25	14.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	16,600.00	16,600.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,763,052.56	1,836,076.81	4.1%
Professional/Consulting Services and Operating Expenditures		5800	215,149.99	182,692.23	-15.1%
Communications		5900	18,211.28	20,628.92	13.3%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>2,277,957.10</b>	<b>2,351,012.40</b>	<b>3.2%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
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			8,487,106.06	9,073,329.17	6.9%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
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
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	7,088,388.00	8,168,932.00	15.2%
2) Federal Revenue		8100-8299	32,241.00	40.00	-99.9%
3) Other State Revenue		8300-8599	992,790.42	792,538.42	-20.2%
4) Other Local Revenue		8600-8799	305,738.15	138,774.49	-54.6%
5) TOTAL, REVENUES			8,419,157.57	9,100,284.91	8.1%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		4,633,196.03	4,992,377.46	7.8%
2) Instruction - Related Services	2000-2999		938,403.06	1,039,112.67	10.7%
3) Pupil Services	3000-3999		423,456.75	498,799.85	17.8%
4) Ancillary Services	4000-4999		259,010.42	153,500.19	-40.7%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		1,736,923.00	1,840,373.00	6.0%
8) Plant Services	8000-8999		496,116.80	549,166.00	10.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			8,487,106.06	9,073,329.17	6.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(67,948.49)	26,955.74	-139.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(67,948.49)	26,955.74	-139.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,433,679.96	2,365,731.47	-2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,433,679.96	2,365,731.47	-2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,433,679.96	2,365,731.47	-2.8%
2) Ending Balance, June 30 (E + F1e)			2,365,731.47	2,392,687.21	1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	541,992.61	228,297.46	-57.9%
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	1,823,738.86	2,164,389.75	18.7%
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
2600	Expanded Learning Opportunities Program	50,000.00	68,318.25
6230	California Clean Energy Jobs Act	5,879.00	5,879.00
6266	Educator Effectiveness, FY 2021-22	126,540.00	49,129.05
6300	Lottery: Instructional Materials	59,337.44	14,189.86
7388	SB 117 COVID-19 LEA Response Funds	8,783.00	5,783.00
7412	A-G Access/Success Grant	115,684.00	44,896.35
7413	A-G Learning Loss Mitigation Grant	17,191.00	17,191.00
7425	Expanded Learning Opportunities (ELO) Grant	118,899.10	1.10
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	36,852.36	20,083.14
9010	Other Restricted Local	2,826.71	2,826.71
Total, Restricted Balance		541,992.61	228,297.46

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	13,230.00	New
3) Other State Revenue		8300-8599	284,146.08	284,146.08	0.0%
4) Other Local Revenue		8600-8799	13,105.00	0.00	-100.0%
5) TOTAL, REVENUES			297,251.08	297,376.08	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	3,883.24	3,883.32	0.0%
2) Classified Salaries		2000-2999	154,054.38	145,492.61	-5.6%
3) Employee Benefits		3000-3999	65,080.20	65,937.47	1.3%
4) Books and Supplies		4000-4999	72,448.26	67,047.68	-7.5%
5) Services and Other Operating Expenditures		5000-5999	3,015.00	3,015.00	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	12,000.00	12,000.00	0.0%
9) TOTAL, EXPENDITURES			310,481.08	297,376.08	-4.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(13,230.00)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(13,230.00)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,531.33	301.33	-97.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,531.33	301.33	-97.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,531.33	301.33	-97.8%
2) Ending Balance, June 30 (E + F1e)			301.33	301.33	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					
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	301.33	301.33	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	38,060.04		
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			38,060.04		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	3,796.20		
4) Current Loans		9640			
5) Unearned Revenue		9650	25,792.08		
6) TOTAL, LIABILITIES			29,588.28		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G9 + H2) - (I6 + J2)			8,471.76		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	13,230.00	New
TOTAL, FEDERAL REVENUE			0.00	13,230.00	New
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	258,004.00	258,004.00	0.0%
All Other State Revenue	All Other	8590	26,142.08	26,142.08	0.0%
TOTAL, OTHER STATE REVENUE			284,146.08	284,146.08	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	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%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	13,105.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			13,105.00	0.00	-100.0%
TOTAL, REVENUES			297,251.08	297,376.08	0.0%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Certificated Supervisors' and Administrators' Salaries		1300	3,883.24	3,883.32	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>3,883.24</b>	<b>3,883.32</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	141,016.96	131,814.00	-6.5%
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	13,037.42	13,678.61	4.9%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>154,054.38</b>	<b>145,492.61</b>	<b>-5.6%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	1,007.04	1,007.06	0.0%
PERS		3201-3202	21,146.95	22,651.58	7.1%
OASDI/Medicare/Alternative		3301-3302	8,798.54	8,301.70	-5.6%
Health and Welfare Benefits		3401-3402	30,622.26	30,622.10	0.0%
Unemployment Insurance		3501-3502	840.42	720.00	-14.3%
Workers' Compensation		3601-3602	1,509.10	1,479.03	-2.0%
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	1,155.89	1,156.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>65,080.20</b>	<b>65,937.47</b>	<b>1.3%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	3,000.00	3,000.00	0.0%
Materials and Supplies		4300	32,980.64	32,980.64	0.0%
Noncapitalized Equipment		4400	36,467.62	31,067.04	-14.8%
Food		4700	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>72,448.26</b>	<b>67,047.68</b>	<b>-7.5%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	3,000.00	3,000.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	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	15.00	15.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>3,015.00</b>	<b>3,015.00</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers of Indirect Costs - Interfund		7350	12,000.00	12,000.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			12,000.00	12,000.00	0.0%
TOTAL, EXPENDITURES			310,481.08	297,376.08	-4.2%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
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
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	13,230.00	New
3) Other State Revenue		8300-8599	284,146.08	284,146.08	0.0%
4) Other Local Revenue		8600-8799	13,105.00	0.00	-100.0%
5) TOTAL, REVENUES			297,251.08	297,376.08	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		273,583.72	258,916.12	-5.4%
2) Instruction - Related Services	2000-2999		24,897.36	26,459.96	6.3%
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		12,000.00	12,000.00	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			310,481.08	297,376.08	-4.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(13,230.00)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(13,230.00)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,531.33	301.33	-97.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,531.33	301.33	-97.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,531.33	301.33	-97.8%
2) Ending Balance, June 30 (E + F1e)			301.33	301.33	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					
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	301.33	301.33	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
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,338,741.29	2,200,000.00	-5.9%
3) Other State Revenue		8300-8599	325,000.00	325,000.00	0.0%
4) Other Local Revenue		8600-8799	26,346.00	24,000.00	-8.9%
5) TOTAL, REVENUES			2,690,087.29	2,549,000.00	-5.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	778,605.27	838,194.27	7.7%
3) Employee Benefits		3000-3999	301,957.57	304,458.22	0.8%
4) Books and Supplies		4000-4999	1,207,997.48	1,225,997.48	1.5%
5) Services and Other Operating Expenditures		5000-5999	69,766.21	91,301.30	30.9%
6) Capital Outlay		6000-6999	26,000.00	80,000.00	207.7%
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	63,000.00	63,000.00	0.0%
9) TOTAL, EXPENDITURES			2,447,326.53	2,602,951.27	6.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			242,760.76	(53,951.27)	-122.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			242,760.76	(53,951.27)	-122.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,906,856.91	2,149,617.67	12.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,906,856.91	2,149,617.67	12.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,906,856.91	2,149,617.67	12.7%
2) Ending Balance, June 30 (E + F1e)			2,149,617.67	2,095,666.40	-2.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	42,029.75	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	2,107,587.92	2,095,666.40	-0.6%
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					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	2,029,612.62		
1) Fair Value Adjustment to Cash in County Treasury		9111	494.00		
b) in Banks		9120	19,771.45		
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	42,029.75		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			2,091,907.82		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	597.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			597.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G9 + H2) - (I6 + J2)			2,091,310.82		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	2,335,678.29	2,200,000.00	-5.8%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	3,063.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			2,338,741.29	2,200,000.00	-5.9%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	325,000.00	325,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			325,000.00	325,000.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	2,000.00	2,000.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	6,000.00	6,000.00	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	18,346.00	16,000.00	-12.8%
TOTAL, OTHER LOCAL REVENUE			26,346.00	24,000.00	-8.9%
TOTAL, REVENUES			2,690,087.29	2,549,000.00	-5.2%
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	647,525.62	668,778.03	3.3%
Classified Supervisors' and Administrators' Salaries		2300	81,742.14	111,000.00	35.8%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	49,337.51	58,416.24	18.4%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			778,605.27	838,194.27	7.7%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	122,258.26	146,824.75	20.1%
OASDI/Medicare/Alternative		3301-3302	48,617.65	43,019.62	-11.5%
Health and Welfare Benefits		3401-3402	106,667.16	91,182.60	-14.5%
Unemployment Insurance		3501-3502	4,414.64	4,449.30	0.8%
Workers' Compensation		3601-3602	7,906.51	9,101.75	15.1%
OPEB, Allocated		3701-3702	3,500.62	0.00	-100.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	8,592.73	9,880.20	15.0%
TOTAL, EMPLOYEE BENEFITS			301,957.57	304,458.22	0.8%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	123,997.48	113,997.48	-8.1%
Noncapitalized Equipment		4400	30,000.00	30,000.00	0.0%
Food		4700	1,054,000.00	1,082,000.00	2.7%
TOTAL, BOOKS AND SUPPLIES			1,207,997.48	1,225,997.48	1.5%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,507.64	751.30	-70.0%
Dues and Memberships		5300	750.00	750.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	3,500.00	3,500.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	23,100.00	37,100.00	60.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	2,258.57	2,000.00	-11.4%
Professional/Consulting Services and Operating Expenditures		5800	37,200.00	47,200.00	26.9%
Communications		5900	450.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			69,766.21	91,301.30	30.9%
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	40,000.00	New
Equipment Replacement		6500	26,000.00	40,000.00	53.8%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			26,000.00	80,000.00	207.7%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	63,000.00	63,000.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			63,000.00	63,000.00	0.0%
TOTAL, EXPENDITURES			2,447,326.53	2,602,951.27	6.4%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					

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%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
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
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,338,741.29	2,200,000.00	-5.9%
3) Other State Revenue		8300-8599	325,000.00	325,000.00	0.0%
4) Other Local Revenue		8600-8799	26,346.00	24,000.00	-8.9%
5) TOTAL, REVENUES			2,690,087.29	2,549,000.00	-5.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		2,380,826.53	2,536,451.27	6.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		63,000.00	63,000.00	0.0%
8) Plant Services	8000-8999		3,500.00	3,500.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,447,326.53	2,602,951.27	6.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			242,760.76	(53,951.27)	-122.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			242,760.76	(53,951.27)	-122.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,906,856.91	2,149,617.67	12.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,906,856.91	2,149,617.67	12.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,906,856.91	2,149,617.67	12.7%
2) Ending Balance, June 30 (E + F1e)			2,149,617.67	2,095,666.40	-2.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	42,029.75	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	2,107,587.92	2,095,666.40	-0.6%
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)	2,023,630.07	1,986,708.55
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	45,216.56	70,216.56
5465	Child Nutrition: SNP COVID-19 Emergency Operational Costs Reimbursement (ECR)	35,678.29	35,678.29
5810	Other Restricted Federal	3,063.00	3,063.00
Total, Restricted Balance		2,107,587.92	2,095,666.40



Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,494.76	12,000.00	41.3%
5) TOTAL, REVENUES			8,494.76	12,000.00	41.3%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	22,629.64	10,000.00	-55.8%
3) Employee Benefits		3000-3999	3,517.66	3,316.70	-5.7%
4) Books and Supplies		4000-4999	28,114.70	58,114.70	106.7%
5) Services and Other Operating Expenditures		5000-5999	22,988.00	22,988.00	0.0%
6) Capital Outlay		6000-6999	1,142,261.26	1,045,374.17	-8.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,219,511.26	1,139,793.57	-6.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(1,211,016.50)	(1,127,793.57)	-6.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,599,596.00	1,647,320.78	3.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,599,596.00	1,647,320.78	3.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			388,579.50	519,527.21	33.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,295,456.98	5,684,036.48	7.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,295,456.98	5,684,036.48	7.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,295,456.98	5,684,036.48	7.3%
2) Ending Balance, June 30 (E + F1e)			5,684,036.48	6,203,563.69	9.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	5,684,036.48	6,203,563.69	9.1%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	5,412,070.84		
1) Fair Value Adjustment to Cash in County Treasury		9111	1,581.00		
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			5,413,651.84		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G9 + H2) - (I6 + J2)			5,413,651.84		
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	8,494.76	12,000.00	41.3%
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			8,494.76	12,000.00	41.3%
TOTAL, REVENUES			8,494.76	12,000.00	41.3%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	22,629.64	10,000.00	-55.8%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			22,629.64	10,000.00	-55.8%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	2,291.00	2,537.00	10.7%
OASDI/Medicare/Alternative		3301-3302	803.12	620.00	-22.8%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	186.16	50.00	-73.1%
Workers' Compensation		3601-3602	237.38	109.70	-53.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			3,517.66	3,316.70	-5.7%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	15,184.70	45,184.70	197.6%
Noncapitalized Equipment		4400	12,930.00	12,930.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			28,114.70	58,114.70	106.7%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
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	22,988.00	22,988.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			22,988.00	22,988.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land Improvements		6170	269,639.76	459,065.00	70.3%
Buildings and Improvements of Buildings		6200	163,610.33	242,863.00	48.4%
Equipment		6400	689,551.17	323,986.17	-53.0%
Equipment Replacement		6500	19,460.00	19,460.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			1,142,261.26	1,045,374.17	-8.5%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			1,219,511.26	1,139,793.57	-6.5%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	1,599,596.00	1,647,320.78	3.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			1,599,596.00	1,647,320.78	3.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			1,599,596.00	1,647,320.78	3.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,494.76	12,000.00	41.3%
5) TOTAL, REVENUES			8,494.76	12,000.00	41.3%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		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		1,219,511.26	1,139,793.57	-6.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,219,511.26	1,139,793.57	-6.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(1,211,016.50)	(1,127,793.57)	-6.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,599,596.00	1,647,320.78	3.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,599,596.00	1,647,320.78	3.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			388,579.50	519,527.21	33.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,295,456.98	5,684,036.48	7.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,295,456.98	5,684,036.48	7.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,295,456.98	5,684,036.48	7.3%
2) Ending Balance, June 30 (E + F1e)			5,684,036.48	6,203,563.69	9.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	5,684,036.48	6,203,563.69	9.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	30.00	30.00	0.0%
5) TOTAL, REVENUES			30.00	30.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			30.00	30.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			30.00	30.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		5,761.22	5,791.22	0.5%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,761.22	5,791.22	0.5%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,761.22	5,791.22	0.5%
2) Ending Balance, June 30 (E + F1e)			5,791.22	5,821.22	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	5,791.22	5,821.22	0.5%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	5,775.38		
1) Fair Value Adjustment to Cash in County Treasury		9111	2.00		
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			5,777.38		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G9 + H2) - (I6 + J2)			5,777.38		
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	30.00	30.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			30.00	30.00	0.0%
TOTAL, REVENUES			30.00	30.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
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
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	30.00	30.00	0.0%
5) TOTAL, REVENUES			30.00	30.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			30.00	30.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			30.00	30.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,761.22	5,791.22	0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,761.22	5,791.22	0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,761.22	5,791.22	0.5%
2) Ending Balance, June 30 (E + F1e)			5,791.22	5,821.22	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	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	5,791.22	5,821.22	0.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



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

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	55,000.00	55,000.00	0.0%
5) TOTAL, REVENUES			55,000.00	55,000.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	60,000.00	60,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	6,057,484.06	7,094,976.43	17.1%
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			6,117,484.06	7,154,976.43	17.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(6,062,484.06)	(7,099,976.43)	17.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(6,062,484.06)	(7,099,976.43)	17.1%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19,167,940.22	13,105,456.16	-31.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,167,940.22	13,105,456.16	-31.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,167,940.22	13,105,456.16	-31.6%
2) Ending Balance, June 30 (E + F1e)			13,105,456.16	6,005,479.73	-54.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	13,105,456.16	6,005,479.73	-54.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	14,997,985.48		
1) Fair Value Adjustment to Cash in County Treasury		9111	6,204.00		
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			15,004,189.48		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			15,004,189.48		
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	55,000.00	55,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			55,000.00	55,000.00	0.0%
TOTAL, REVENUES			55,000.00	55,000.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	30,000.00	30,000.00	0.0%
Noncapitalized Equipment		4400	30,000.00	30,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			60,000.00	60,000.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	5,992,290.97	7,094,976.43	18.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	65,193.09	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,057,484.06	7,094,976.43	17.1%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
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			6,117,484.06	7,154,976.43	17.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
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%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
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
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	55,000.00	55,000.00	0.0%
5) TOTAL, REVENUES			55,000.00	55,000.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		6,117,484.06	7,154,976.43	17.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			6,117,484.06	7,154,976.43	17.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			(6,062,484.06)	(7,099,976.43)	17.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			(6,062,484.06)	(7,099,976.43)	17.1%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19,167,940.22	13,105,456.16	-31.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,167,940.22	13,105,456.16	-31.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,167,940.22	13,105,456.16	-31.6%
2) Ending Balance, June 30 (E + F1e)			13,105,456.16	6,005,479.73	-54.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	13,105,456.16	6,005,479.73	-54.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	13,105,456.16	6,005,479.73
Total, Restricted Balance		13,105,456.16	6,005,479.73

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	644,500.00	348,000.00	-46.0%
5) TOTAL, REVENUES			644,500.00	348,000.00	-46.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	31,750.00	31,750.00	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			31,750.00	31,750.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			612,750.00	316,250.00	-48.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			612,750.00	316,250.00	-48.4%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,185,862.76	1,798,612.76	51.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,185,862.76	1,798,612.76	51.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,185,862.76	1,798,612.76	51.7%
2) Ending Balance, June 30 (E + F1e)			1,798,612.76	2,114,862.76	17.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,798,612.76	2,114,862.76	17.6%
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%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	1,850,088.80		
1) Fair Value Adjustment to Cash in County Treasury		9111	362.00		
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			1,850,450.80		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,850,450.80		
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	4,500.00	8,000.00	77.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	640,000.00	340,000.00	-46.9%
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			644,500.00	348,000.00	-46.0%
TOTAL, REVENUES			644,500.00	348,000.00	-46.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	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%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	17,500.00	17,500.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	14,250.00	14,250.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			31,750.00	31,750.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			31,750.00	31,750.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
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%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
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
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	644,500.00	348,000.00	-46.0%
5) TOTAL, REVENUES			644,500.00	348,000.00	-46.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		27,500.00	27,500.00	0.0%
8) Plant Services	8000-8999		4,250.00	4,250.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			31,750.00	31,750.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			612,750.00	316,250.00	-48.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			612,750.00	316,250.00	-48.4%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,185,862.76	1,798,612.76	51.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,185,862.76	1,798,612.76	51.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,185,862.76	1,798,612.76	51.7%
2) Ending Balance, June 30 (E + F1e)			1,798,612.76	2,114,862.76	17.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,798,612.76	2,114,862.76	17.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	1,798,612.76	2,114,862.76
Total, Restricted Balance		1,798,612.76	2,114,862.76

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	600.00	600.00	0.0%
5) TOTAL, REVENUES			600.00	600.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	3,000.00	3,000.00	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			3,000.00	3,000.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(2,400.00)	(2,400.00)	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(2,400.00)	(2,400.00)	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	174,263.07	171,863.07	-1.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			174,263.07	171,863.07	-1.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			174,263.07	171,863.07	-1.4%
2) Ending Balance, June 30 (E + F1e)			171,863.07	169,463.07	-1.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	171,863.07	169,463.07	-1.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	173,936.93		
1) Fair Value Adjustment to Cash in County Treasury		9111	53.00		
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			173,989.93		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			173,989.93		
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	600.00	600.00	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			600.00	600.00	0.0%
TOTAL, REVENUES			600.00	600.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,000.00	3,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,000.00	3,000.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,000.00	3,000.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
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%
<b>INTERFUND TRANSFERS OUT</b>					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					



Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
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
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	600.00	600.00	0.0%
5) TOTAL, REVENUES			600.00	600.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		3,000.00	3,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,000.00	3,000.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			(2,400.00)	(2,400.00)	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			(2,400.00)	(2,400.00)	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	174,263.07	171,863.07	-1.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			174,263.07	171,863.07	-1.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			174,263.07	171,863.07	-1.4%
2) Ending Balance, June 30 (E + F1e)			171,863.07	169,463.07	-1.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	171,863.07	169,463.07	-1.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	21,954.00	21,954.00	0.0%
4) Other Local Revenue		8600-8799	2,604,511.00	2,604,511.00	0.0%
5) TOTAL, REVENUES			2,626,465.00	2,626,465.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	2,891,846.00	2,891,846.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,891,846.00	2,891,846.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(265,381.00)	(265,381.00)	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(265,381.00)	(265,381.00)	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,655,389.99	3,390,008.99	-7.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,655,389.99	3,390,008.99	-7.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,655,389.99	3,390,008.99	-7.3%
2) Ending Balance, June 30 (E + F1e)			3,390,008.99	3,124,627.99	-7.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,390,008.99	3,124,627.99	-7.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	3,211,190.17		
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			3,211,190.17		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			3,211,190.17		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	21,954.00	21,954.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			21,954.00	21,954.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	2,526,587.00	2,526,587.00	0.0%
Unsecured Roll		8612	28,424.00	28,424.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	33,800.00	33,800.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	15,700.00	15,700.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,604,511.00	2,604,511.00	0.0%
TOTAL, REVENUES			2,626,465.00	2,626,465.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Bond Redemptions		7433	1,535,000.00	1,535,000.00	0.0%
Bond Interest and Other Service Charges		7434	1,356,846.00	1,356,846.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,891,846.00	2,891,846.00	0.0%
TOTAL, EXPENDITURES			2,891,846.00	2,891,846.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
From: Bond Interest and Redemption Fund To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
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
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	21,954.00	21,954.00	0.0%
4) Other Local Revenue		8600-8799	2,604,511.00	2,604,511.00	0.0%
5) TOTAL, REVENUES			2,626,465.00	2,626,465.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	2,891,846.00	2,891,846.00	0.0%
10) TOTAL, EXPENDITURES			2,891,846.00	2,891,846.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)</b>			(265,381.00)	(265,381.00)	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)</b>			(265,381.00)	(265,381.00)	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,655,389.99	3,390,008.99	-7.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,655,389.99	3,390,008.99	-7.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,655,389.99	3,390,008.99	-7.3%
2) Ending Balance, June 30 (E + F1e)			3,390,008.99	3,124,627.99	-7.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	3,390,008.99	3,124,627.99	-7.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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



Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,800.00	3,300.00	17.9%
5) TOTAL, REVENUES			2,800.00	3,300.00	17.9%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.0%
6) Depreciation and Amortization		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, EXPENSES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			2,800.00	3,300.00	17.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			2,800.00	3,300.00	17.9%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	83,226.55	86,026.55	3.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			83,226.55	86,026.55	3.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			83,226.55	86,026.55	3.4%
2) Ending Net Position, June 30 (E + F1e)			86,026.55	89,326.55	3.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	78,445.04	78,445.04	0.0%
c) Unrestricted Net Position		9790	7,581.51	10,881.51	43.5%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	1,867,135.95		
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		
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) Fixed Assets					
a) Land		9410	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			1,867,135.95		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	1,783,299.68		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			1,783,299.68		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
Net Position, June 30 (G10 + H2) - (I7 + J2)			83,836.27		
<b>OTHER STATE REVENUE</b>					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	2,800.00	3,300.00	17.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,800.00	3,300.00	17.9%
TOTAL, REVENUES			2,800.00	3,300.00	17.9%
<b>CERTIFICATED SALARIES</b>					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	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 EXPENSES			0.00	0.00	0.0%
<b>DEPRECIATION AND AMORTIZATION</b>					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from 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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,800.00	3,300.00	17.9%
5) TOTAL, REVENUES			2,800.00	3,300.00	17.9%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			2,800.00	3,300.00	17.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			2,800.00	3,300.00	17.9%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	83,226.55	86,026.55	3.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			83,226.55	86,026.55	3.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			83,226.55	86,026.55	3.4%
2) Ending Net Position, June 30 (E + F1e)			86,026.55	89,326.55	3.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	78,445.04	78,445.04	0.0%
c) Unrestricted Net Position		9790	7,581.51	10,881.51	43.5%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	78,445.04	78,445.04
Total, Restricted Net Position		78,445.04	78,445.04

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	860,000.00	1,485,000.00	72.7%
5) TOTAL, REVENUES			860,000.00	1,485,000.00	72.7%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.0%
6) Depreciation and Amortization		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, EXPENSES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			860,000.00	1,485,000.00	72.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			860,000.00	1,485,000.00	72.7%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	7,361,068.35	8,221,068.35	11.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,361,068.35	8,221,068.35	11.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			7,361,068.35	8,221,068.35	11.7%
2) Ending Net Position, June 30 (E + F1e)			8,221,068.35	9,706,068.35	18.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	8,221,068.35	9,706,068.35	18.1%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	737,377.34		
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	6,709,401.55		
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) Fixed Assets		9400	0.00		
10) TOTAL, ASSETS			7,446,778.89		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
Net Position, June 30 (G10 + H2) - (I7 + J2)			7,446,778.89		
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	125,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	735,000.00	1,485,000.00	102.0%
TOTAL, OTHER LOCAL REVENUE			860,000.00	1,485,000.00	72.7%
TOTAL, REVENUES			860,000.00	1,485,000.00	72.7%
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			0.00	0.00	0.0%
TOTAL, EXPENSES			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	860,000.00	1,485,000.00	72.7%
5) TOTAL, REVENUES			860,000.00	1,485,000.00	72.7%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			860,000.00	1,485,000.00	72.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			860,000.00	1,485,000.00	72.7%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	7,361,068.35	8,221,068.35	11.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,361,068.35	8,221,068.35	11.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			7,361,068.35	8,221,068.35	11.7%
2) Ending Net Position, June 30 (E + F1e)			8,221,068.35	9,706,068.35	18.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	8,221,068.35	9,706,068.35	18.1%

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

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	41,392,014.00	0.87%	41,751,465.09	-0.15%	41,690,353.97
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	752,607.00	0.72%	758,007.81	0.74%	763,650.10
4. Other Local Revenues	8600-8799	1,858,366.73	0.56%	1,868,766.73	0.14%	1,871,366.73
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(6,178,378.02)	6.60%	(6,585,936.13)	13.41%	(7,469,349.84)
6. Total (Sum lines A1 thru A5c)		37,824,609.71	-0.09%	37,792,303.50	-2.48%	36,856,020.96
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				17,409,609.38		17,898,020.25
b. Step & Column Adjustment				435,240.23		439,950.51
c. Cost-of-Living Adjustment				53,170.64		0.00
d. Other Adjustments				0.00		(300,000.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	17,409,609.38	2.81%	17,898,020.25	0.78%	18,037,970.76
2. Classified Salaries						
a. Base Salaries				4,633,990.77		4,757,721.74
b. Step & Column Adjustment				115,849.77		118,943.04
c. Cost-of-Living Adjustment				7,881.20		8,239.80
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,633,990.77	2.67%	4,757,721.74	2.67%	4,884,904.58
3. Employee Benefits	3000-3999	9,825,940.02	-4.73%	9,361,056.25	0.49%	9,406,725.40
4. Books and Supplies	4000-4999	2,378,297.92	2.90%	2,447,268.56	2.75%	2,514,568.44
5. Services and Other Operating Expenditures	5000-5999	1,266,808.47	7.15%	1,357,395.17	6.51%	1,445,787.49
6. Capital Outlay	6000-6999	546,798.00	0.00%	546,798.00	0.00%	546,798.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(146,315.00)	0.00%	(146,315.00)	0.00%	(146,315.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,000,000.00	0.00%	1,000,000.00	0.00%	1,000,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		36,915,129.56	0.83%	37,221,944.97	1.26%	37,690,439.67

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		909,480.15		570,358.53		(834,418.71)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		13,952,529.85		14,862,010.00		15,432,368.53
2. Ending Fund Balance (Sum lines C and D1)		14,862,010.00		15,432,368.53		14,597,949.82
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	45,500.00		45,500.00		45,500.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	12,777,510.00		13,279,868.53		12,511,449.82
d. Assigned	9780	350,000.00		350,000.00		350,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,689,000.00		1,757,000.00		1,691,000.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		14,862,010.00		15,432,368.53		14,597,949.82
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,689,000.00		1,757,000.00		1,691,000.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750			0.00		0.00
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790			0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		1,689,000.00		1,757,000.00		1,691,000.00
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

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

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	1,290,756.00	0.00%	1,290,756.00	0.00%	1,290,756.00
2. Federal Revenues	8100-8299	3,210,929.10	83.27%	5,884,803.40	-66.63%	1,963,523.75
3. Other State Revenues	8300-8599	4,259,460.17	-27.17%	3,102,127.92	16.78%	3,622,734.98
4. Other Local Revenues	8600-8799	3,391,753.10	-1.18%	3,351,753.00	0.00%	3,351,753.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	6,178,378.02	6.60%	6,585,936.13	13.41%	7,469,349.84
6. Total (Sum lines A1 thru A5c)		18,331,276.39	10.28%	20,215,376.45	-12.45%	17,698,117.57
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				4,543,190.48		5,033,040.73
b. Step & Column Adjustment				94,974.59		103,351.03
c. Cost-of-Living Adjustment				8,234.22		0.00
d. Other Adjustments				386,641.44		(1,042,935.29)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,543,190.48	10.78%	5,033,040.73	-18.67%	4,093,456.47
2. Classified Salaries						
a. Base Salaries				3,290,720.61		3,294,887.10
b. Step & Column Adjustment				112,911.50		35,465.93
c. Cost-of-Living Adjustment				35,266.81		6,867.20
d. Other Adjustments				(144,011.82)		(184,743.75)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,290,720.61	0.13%	3,294,887.10	-4.32%	3,152,476.48
3. Employee Benefits	3000-3999	5,057,856.04	4.73%	5,297,119.35	-7.05%	4,923,410.13
4. Books and Supplies	4000-4999	483,670.86	15.34%	557,861.27	153.01%	1,411,453.28
5. Services and Other Operating Expenditures	5000-5999	2,470,737.78	-12.55%	2,160,566.51	-6.46%	2,020,981.45
6. Capital Outlay	6000-6999	543,714.00	264.79%	1,983,389.31	-91.29%	172,815.28
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,274,222.00	0.00%	2,274,222.00	0.00%	2,274,222.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	71,315.00	111.04%	150,500.00	-77.08%	34,500.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	647,320.78	-12.00%	569,659.00	-0.19%	568,588.26
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		19,382,747.55	10.00%	21,321,245.27	-12.52%	18,651,903.35

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		(1,051,471.16)		(1,105,868.82)		(953,785.78)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,526,450.71		2,474,979.55		1,369,110.73
2. Ending Fund Balance (Sum lines C and D1)		2,474,979.55		1,369,110.73		415,324.95
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,474,979.55		1,369,110.73		415,324.95
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		2,474,979.55		1,369,110.73		415,324.95
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

**F. ASSUMPTIONS**

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



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

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	42,682,770.00	0.84%	43,042,221.09	-0.14%	42,981,109.97
2. Federal Revenues	8100-8299	3,210,929.10	83.27%	5,884,803.40	-66.63%	1,963,523.75
3. Other State Revenues	8300-8599	5,012,067.17	-22.98%	3,860,135.73	13.63%	4,386,385.08
4. Other Local Revenues	8600-8799	5,250,119.83	-0.56%	5,220,519.73	0.05%	5,223,119.73
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		56,155,886.10	3.30%	58,007,679.95	-5.95%	54,554,138.53
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				21,952,799.86		22,931,060.98
b. Step & Column Adjustment				530,214.82		543,301.54
c. Cost-of-Living Adjustment				61,404.86		0.00
d. Other Adjustments				386,641.44		(1,342,935.29)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	21,952,799.86	4.46%	22,931,060.98	-3.49%	22,131,427.23
2. Classified Salaries						
a. Base Salaries				7,924,711.38		8,052,608.84
b. Step & Column Adjustment				228,761.27		154,408.97
c. Cost-of-Living Adjustment				43,148.01		15,107.00
d. Other Adjustments				(144,011.82)		(184,743.75)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,924,711.38	1.61%	8,052,608.84	-0.19%	8,037,381.06
3. Employee Benefits	3000-3999	14,883,796.06	-1.52%	14,658,175.60	-2.24%	14,330,135.53
4. Books and Supplies	4000-4999	2,861,968.78	5.00%	3,005,129.83	30.64%	3,926,021.72
5. Services and Other Operating Expenditures	5000-5999	3,737,546.25	-5.88%	3,517,961.68	-1.46%	3,466,768.94
6. Capital Outlay	6000-6999	1,090,512.00	132.02%	2,530,187.31	-71.56%	719,613.28
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,274,222.00	0.00%	2,274,222.00	0.00%	2,274,222.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(75,000.00)	-105.58%	4,185.00	-2,771.80%	(111,815.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,647,320.78	-4.71%	1,569,659.00	-0.07%	1,568,588.26
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		56,297,877.11	3.99%	58,543,190.24	-3.76%	56,342,343.02
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Line A6 minus line B11)		(141,991.01)		(535,510.29)		(1,788,204.49)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		17,478,980.56		17,336,989.55		16,801,479.26
2. Ending Fund Balance (Sum lines C and D1)		17,336,989.55		16,801,479.26		15,013,274.77
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	45,500.00		45,500.00		45,500.00
b. Restricted	9740	2,474,979.55		1,369,110.73		415,324.95
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	12,777,510.00		13,279,868.53		12,511,449.82
d. Assigned	9780	350,000.00		350,000.00		350,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,689,000.00		1,757,000.00		1,691,000.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		17,336,989.55		16,801,479.26		15,013,274.77
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,689,000.00		1,757,000.00		1,691,000.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances						
(Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,689,000.00		1,757,000.00		1,691,000.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.00%		3.00%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
<p>a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? <span style="float: right;">YES</span></p> <p>b. If you are the SELPA AU and are excluding special education pass-through funds:</p> <p>1. Enter the name(s) of the SELPA(s):</p> <hr/>						
<p>2. Special education pass-through funds</p> <p>(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)</p>						
		0.00		0.00		0.00
<p>2. District ADA</p> <p>Used to determine the reserve standard percentage level on line F3d</p> <p>(Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)</p>						
		3,636.00		3,763.40		3,641.40
<p>3. Calculating the Reserves</p> <p>a. Expenditures and Other Financing Uses (Line B11)</p>						
		56,297,877.11		58,543,190.24		56,342,343.02
<p>b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)</p>						
		0.00		0.00		0.00
<p>c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)</p>						
		56,297,877.11		58,543,190.24		56,342,343.02
<p>d. Reserve Standard Percentage Level</p> <p>(Refer to Form 01CS, Criterion 10 for calculation details)</p>						
		3.00%		3.00%		3.00%
<p>e. Reserve Standard - By Percent (Line F3c times F3d)</p>						
		1,688,936.31		1,756,295.71		1,690,270.29
<p>f. Reserve Standard - By Amount</p> <p>(Refer to Form 01CS, Criterion 10 for calculation details)</p>						
		0.00		0.00		0.00
<p>g. Reserve Standard (Greater of Line F3e or F3f)</p>						
		1,688,936.31		1,756,295.71		1,690,270.29
<p>h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)</p>						
		YES		YES		YES

District: Orcutt Union School District  
 CDS #: 4269260

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

*Education Code Section 42127(a)(2)(B) requires a statement of the reasons that 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.*

Form Fund		2022-23 Budget Adoption
01	General Fund/County School Service Fund	\$ 14,862,010
01	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 14,862,010
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		1,689,000
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 13,173,010

Form Fund		2022-23 Budget Adoption	Enter descriptions of need. Replace sample descriptions below:
01	General Fund/County School Service Fund	1,000,000	Technology Update
01	General Fund/County School Service Fund	1,000,000	Textbook Adoption
01	General Fund/County School Service Fund	7,277,510	Reserve for Cashflow/COVID Crisis
01	General Fund/County School Service Fund	45,500	Stores/Revolving Cash
01	General Fund/County School Service Fund	50,000	Compensated Absences
01	General Fund/County School Service Fund	1,500,000	TK Expansion Planning
01	General Fund/County School Service Fund	2,000,000	Strategic Planning
01	General Fund/County School Service Fund	100,000	CTE Match Requirement
01	General Fund/County School Service Fund	200,000	Site Donation Accounts
Total of Substantiated Needs		\$ 13,173,010	

**Remaining Unsubstantiated Balance \$ -**

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



District: Orcutt Union School District  
 CDS #: 4269260

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

*Education Code Section 42127(a)(2)(B) requires a statement of the reasons that 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.*

Form Fund		2023-24 Budget Adoption
01	General Fund/County School Service Fund	\$ 15,432,369
17	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 15,432,369
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		1,757,000
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 13,675,369

Form Fund		2023-24 Budget Adoption	Enter descriptions of need. Replace sample descriptions below:
01	General Fund/County School Service Fund	1,000,000	Technology Update
01	General Fund/County School Service Fund	1,000,000	Textbook Adoption
01	General Fund/County School Service Fund	7,779,869	Reserve for Declining Enrollment
01	General Fund/County School Service Fund	45,500	Stores/Revolving Cash
01	General Fund/County School Service Fund	50,000	Compensated Absences
01	General Fund/County School Service Fund	1,500,000	TK Expansion Planning
01	General Fund/County School Service Fund	2,000,000	Strategic Planning
01	General Fund/County School Service Fund	100,000	CTE Match Requirement
01	General Fund/County School Service Fund	200,000	Site Donation Accounts
01	General Fund/County School Service Fund	-	
Total of Substantiated Needs		\$ 13,675,369	

**Remaining Unsubstantiated Balance \$ (0)**

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



District: Orcutt Union School District  
 CDS #: 4269260

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

*Education Code Section 42127(a)(2)(B) requires a statement of the reasons that 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.*

Combined Assigned and Unassigned/unappropriated Fund Balances		
Form	Fund	2024-25 Budget Adoption
01	General Fund/County School Service Fund	\$ 14,597,950
17	Special Reserve Fund for Other Than Capital Outlay Projects	-
Total Assigned and Unassigned Ending Fund Balances		\$ 14,597,950
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		1,691,000
Less Committed Funds		-
Remaining Balance That Needs to be Substantiated		\$ 12,906,950

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	Fund	2024-25 Budget Adoption	Enter descriptions of need. Replace sample descriptions below:
01	General Fund/County School Service Fund	1,000,000	Technology Update
01	General Fund/County School Service Fund	-	Textbook Adoption
01	General Fund/County School Service Fund	8,011,450	Reserve for Cashflow/COVID Crisis
01	General Fund/County School Service Fund	45,500	Stores/Revolving Cash
01	General Fund/County School Service Fund	50,000	Compensated Absences
01	General Fund/County School Service Fund	1,500,000	TK Expansion Planning
01	General Fund/County School Service Fund	2,000,000	Strategic Planning
01	General Fund/County School Service Fund	100,000	CTE Match Requirement
01	General Fund/County School Service Fund	200,000	Site Donation Accounts
Total of Substantiated Needs		\$ 12,906,950	

**Remaining Unsubstantiated Balance \$ (0)**

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



Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			10,367,383.00	9,020,782.45	8,203,182.00	6,988,480.04	2,379,291.04	627,931.21	9,989,530.72	9,919,783.73
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		1,023,399.45	1,023,399.45	3,387,358.01	1,842,119.01	1,842,119.01	3,387,358.01	1,842,119.01	1,842,119.01
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	8,714,241.50	0.00	0.00
Miscellaneous Funds	8080-8099		0.00	(166,000.00)	0.00	(125,000.00)	(140,678.98)	(150,000.00)	(150,000.00)	(50,000.00)
Federal Revenue	8100-8299		(20,000.00)	20,000.00	150,000.00	(50,000.00)	50,000.00	0.00	1,500,000.00	200,000.00
Other State Revenue	8300-8599		(350,000.00)	750,000.00	150,000.00	0.00	600,000.00	1,500,000.00	1,000,000.00	175,000.00
Other Local Revenue	8600-8799		0.00	550,000.10	575,000.00	575,000.00	575,000.00	575,000.00	575,000.00	100,000.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			653,399.45	2,177,399.55	4,262,358.01	2,242,119.01	2,926,440.03	14,026,599.51	4,767,119.01	2,267,119.01
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		425,000.00	300,000.00	2,000,000.00	2,100,000.00	2,022,799.86	2,200,000.00	2,100,000.00	2,200,000.00
Classified Salaries	2000-2999		400,000.00	575,000.00	650,000.00	675,000.00	675,000.00	675,000.00	675,000.00	720,000.00
Employee Benefits	3000-3999		200,000.00	220,000.00	1,742,059.97	3,750,000.00	1,100,000.00	1,100,000.00	1,100,000.00	1,100,000.00
Books and Supplies	4000-4999		15,000.00	90,000.00	350,000.00	261,308.01	200,000.00	200,000.00	450,000.00	195,660.77
Services	5000-5999		140,000.00	1,200,000.00	505,000.00	(165,000.00)	350,000.00	250,000.00	(220,000.00)	420,000.00
Capital Outlay	6000-6599		20,000.00	400,000.00	20,000.00	20,000.00	120,000.00	20,000.00	490,512.00	0.00
Other Outgo	7000-7499		(200,000.00)	210,000.00	210,000.00	210,000.00	210,000.00	220,000.00	241,354.00	240,000.00
Interfund Transfers Out	7600-7629		1,000,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			2,000,000.00	2,995,000.00	5,477,059.97	6,851,308.01	4,677,799.86	4,665,000.00	4,836,866.00	4,875,660.77
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00



Description	Object	Beginning Balances (Ref. Only)	2022-23 Budget, July 1									
			July	August	September	October	November	December	January	February		
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>												
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>												
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)			(1,346,600.55)	(817,600.45)	(1,214,701.96)	(4,609,189.00)	(1,751,359.83)	9,361,599.51	(69,746.99)	(2,608,541.76)		
F. ENDING CASH (A + E)			9,020,782.45	8,203,182.00	6,988,480.04	2,379,291.04	627,931.21	9,989,530.72	9,919,783.73	7,311,241.97		
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS												

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			7,311,241.97	6,859,101.23	13,380,461.74	11,187,365.22				
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		3,387,358.01	1,842,119.01	1,842,119.01	3,387,358.01	0.00	0.00	26,648,945.00	26,648,945.00
Property Taxes	8020-8079		0.00	8,714,241.50	0.00	0.00	0.00	0.00	17,428,483.00	17,428,483.00
Miscellaneous Funds	8080-8099		(150,000.00)	(150,000.00)	(125,000.00)	(187,979.02)	0.00	0.00	(1,394,658.00)	(1,394,658.00)
Federal Revenue	8100-8299		0.00	200,000.00	0.00	1,160,929.10	0.00	0.00	3,210,929.10	3,210,929.10
Other State Revenue	8300-8599		430,000.00	205,000.00	132,567.17	209,750.00	209,750.00	0.00	5,012,067.17	5,012,067.17
Other Local Revenue	8600-8799		575,000.00	575,000.00	575,119.73	0.00	0.00	0.00	5,250,119.83	5,250,119.83
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			4,242,358.01	11,386,360.51	2,424,805.91	4,570,058.09	209,750.00	0.00	56,155,886.10	56,155,886.10
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		2,100,000.00	2,200,000.00	2,100,000.00	2,205,000.00	0.00	0.00	21,952,799.86	21,952,799.86
Classified Salaries	2000-2999		694,498.75	700,000.00	700,000.00	785,212.63	0.00	0.00	7,924,711.38	7,924,711.38
Employee Benefits	3000-3999		1,100,000.00	1,100,000.00	1,100,000.00	1,271,736.09	0.00	0.00	14,883,796.06	14,883,796.06
Books and Supplies	4000-4999		200,000.00	250,000.00	250,000.00	400,000.00	0.00	0.00	2,861,968.78	2,861,968.78
Services	5000-5999		360,000.00	375,000.00	227,902.43	294,643.92	0.00	0.00	3,737,546.35	3,737,546.25
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	1,090,512.00	1,090,512.00
Other Outgo	7000-7499		240,000.00	240,000.00	240,000.00	137,868.00	0.00	0.00	2,199,222.00	2,199,222.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	647,320.78	0.00	0.00	1,647,320.78	1,647,320.78
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			4,694,498.75	4,865,000.00	4,617,902.43	5,741,781.42	0.00	0.00	56,297,877.21	56,297,877.11
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>										
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)			(452,140.74)	6,521,360.51	(2,193,096.52)	(1,171,723.33)	209,750.00	0.00	(141,991.11)	(141,991.01)
F. ENDING CASH (A + E)			6,859,101.23	13,380,461.74	11,187,365.22	10,015,641.89				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									10,225,391.89	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			10,015,641.89	8,863,181.10	6,775,372.37	5,303,535.24	905,321.75	530,192.62	9,549,601.54	9,323,181.67
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		1,088,829.45	1,088,829.45	3,206,537.51	1,959,893.01	1,959,893.01	3,206,537.51	1,959,893.01	1,959,893.01
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	8,932,097.55	0.00	0.00
Miscellaneous Funds	8080-8099		0.00	(150,000.00)	(150,000.00)	(150,000.00)	(15,000.00)	(150,000.00)	(150,000.00)	(150,000.00)
Federal Revenue	8100-8299		0.00	0.00	0.00	100,000.00	1,500,000.00	100,000.00	2,000,000.00	84,803.40
Other State Revenue	8300-8599		0.00	0.00	446,135.73	0.00	500,000.00	1,209,750.00	900,000.00	0.00
Other Local Revenue	8600-8799		0.00	250,000.00	600,000.00	650,000.00	600,000.00	500,000.00	650,000.00	600,000.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			1,088,829.45	1,188,829.45	4,102,673.24	2,559,893.01	4,544,893.01	13,798,385.06	5,359,893.01	2,494,696.41
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		443,938.46	313,369.00	2,089,125.14	2,193,580.71	2,112,939.04	2,298,036.28	2,193,580.71	2,298,036.28
Classified Salaries	2000-2999		406,455.43	584,279.58	660,490.28	685,893.84	685,893.84	685,893.84	685,893.84	731,619.78
Employee Benefits	3000-3999		196,967.77	216,665.43	1,715,652.97	3,693,155.19	1,083,325.66	1,083,325.66	1,083,325.66	1,083,325.66
Books and Supplies	4000-4999		15,750.19	94,502.02	367,507.54	274,379.17	210,004.48	210,004.48	472,509.79	205,448.10
Services	5000-5999		131,774.75	1,129,498.94	475,330.80	(155,306.05)	329,437.06	235,312.24	(207,074.61)	395,324.61
Capital Outlay	6000-6599		46,403.64	928,073.21	46,403.64	46,403.64	278,422.06	46,403.64	1,138,077.49	0.00
Other Outgo	7000-7499		0.00	220,000.00	220,000.00	220,000.00	220,000.00	220,000.00	220,000.00	220,000.00
Interfund Transfers Out	7600-7629		1,000,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			2,241,290.24	3,486,388.18	5,574,510.37	6,958,106.50	4,920,022.14	4,778,976.14	5,586,312.88	4,933,754.43
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	209,750.00	0.00	209,750.00	0.00	0.00	0.00	0.00	0.00	0.00
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	2022-23 Budget, July 1									
			July	August	September	October	November	December	January	February		
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		209,750.00	0.00	209,750.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>												
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>												
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BALANCE SHEET ITEMS		209,750.00	0.00	209,750.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)			(1,152,460.79)	(2,087,808.73)	(1,471,837.13)	(4,398,213.49)	(375,129.13)	9,019,408.92	(226,419.87)	(2,439,058.02)		
F. ENDING CASH (A + E)			8,863,181.10	6,775,372.37	5,303,535.24	905,321.75	530,192.62	9,549,601.54	9,323,181.67	6,884,123.65		
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS												

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			6,884,123.65	5,798,943.30	12,183,320.29	9,832,990.93				
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		3,206,537.51	1,959,893.01	1,959,893.01	3,206,537.51	0.00	0.00	26,763,167.00	26,763,167.00
Property Taxes	8020-8079		0.00	8,932,097.55	0.00	0.00	0.00	0.00	17,864,195.10	17,864,195.09
Miscellaneous Funds	8080-8099		(150,000.00)	(150,000.00)	(125,000.00)	(245,141.00)	0.00	0.00	(1,585,141.00)	(1,585,141.00)
Federal Revenue	8100-8299		0.00	100,000.00	0.00	2,000,000.00	0.00	0.00	5,884,803.40	5,884,803.40
Other State Revenue	8300-8599		209,750.00	0.00	0.00	209,750.00	209,750.00	0.00	3,685,135.73	3,860,135.73
Other Local Revenue	8600-8799		400,000.00	470,519.73	500,000.00	0.00	0.00	0.00	5,220,519.73	5,220,519.73
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			3,666,287.51	11,312,510.29	2,334,893.01	5,171,146.51	209,750.00	0.00	57,832,679.96	58,007,679.95
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		2,193,580.71	2,298,036.28	2,193,580.71	2,303,257.68	0.00	0.00	22,931,061.00	22,931,060.98
Classified Salaries	2000-2999		705,707.29	711,297.41	711,297.41	797,886.30	0.00	0.00	8,052,608.84	8,052,608.84
Employee Benefits	3000-3999		1,083,325.66	1,083,325.66	1,083,325.66	1,252,454.62	0.00	0.00	14,658,175.60	14,658,175.60
Books and Supplies	4000-4999		210,004.48	262,505.60	262,505.60	420,008.36	0.00	0.00	3,005,129.81	3,005,129.83
Services	5000-5999		338,849.72	352,968.35	214,512.99	277,332.88	0.00	0.00	3,517,961.68	3,517,961.68
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	2,530,187.32	2,530,187.31
Other Outgo	7000-7499		220,000.00	220,000.00	220,000.00	78,407.00	0.00	0.00	2,278,407.00	2,278,407.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	569,659.00	0.00	0.00	1,569,659.00	1,569,659.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			4,751,467.86	4,928,133.30	4,685,222.37	5,699,005.84	0.00	0.00	58,543,190.25	58,543,190.24
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	209,750.00	0.00	0.00	0.00	0.00	0.00	0.00	209,750.00	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		209,750.00	0.00	0.00	0.00	0.00	0.00	0.00	209,750.00	
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>										
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BALANCE SHEET ITEMS		209,750.00	0.00	0.00	0.00	0.00	0.00	0.00	209,750.00	
E. NET INCREASE/DECREASE (B - C + D)			(1,085,180.35)	6,384,376.99	(2,350,329.36)	(527,859.33)	209,750.00	0.00	(500,760.29)	(535,510.29)
F. ENDING CASH (A + E)			5,798,943.30	12,183,320.29	9,832,990.93	9,305,131.60				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									9,514,881.60	

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b>						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3,589.90	3,589.90	4,112.35	3,636.00	3,636.00	3,954.33
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b>						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)		0.00				
<b>3. Total Basic Aid Open Enrollment Regular ADA</b>						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	3,589.90	3,589.90	4,112.35	3,636.00	3,636.00	3,954.33
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	0.00	0.00	0.00	0.00	0.00	0.00



Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,589.90	3,589.90	4,112.35	3,636.00	3,636.00	3,954.33
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

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

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	689.78		689.78	720.29	720.29	
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	689.78	0.00	689.78	720.29	720.29	0.00
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	689.78	0.00	689.78	720.29	720.29	0.00

Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	62,406,697.50
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	3,087,974.10
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	735,121.97
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	275,734.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	1,599,596.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	532,817.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				3,143,268.97
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				56,175,454.43
<b>Section II - Expenditures Per ADA</b>				<b>2021-22 Annual ADA/Exps. Per ADA</b>
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				3,589.90
B. Expenditures per ADA (Line I.E divided by Line II.A)				15,648.19

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	51,957,704.52	10,638.24
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	51,957,704.52	10,638.24
B. Required effort (Line A.2 times 90%)	46,761,934.07	9,574.42
C. Current year expenditures (Line I.E and Line II.B)	56,175,454.43	15,648.19
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2023-24 may be reduced by the lower of the two percentages)	0.00%	0.00%
<b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b>		
<b>Description of Adjustments</b>	<b>Total Expenditures</b>	<b>Expenditures Per ADA</b>
N/A	0.00	0.00
N/A	0.00	0.00
N/A	0.00	0.00
N/A	0.00	0.00
N/A	0.00	0.00
Total adjustments to base expenditures	0.00	0.00

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

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

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

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 1,548,866.48
- 2. Contracted general administrative positions not paid through payroll \_\_\_\_\_
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

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

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 45,799,673.99

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

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 3.38%

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

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

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

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

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

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. 0.00  
Retain supporting documentation.

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

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

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

**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	2,462,926.60
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	0.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	17,500.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	152,904.99
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	2,633,331.59
9. Carry-Forward Adjustment (Part IV, Line F)	(311,059.28)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	2,322,272.31

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	37,423,511.94
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	7,544,370.03
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	4,396,369.11
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	394,384.72
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	735,121.97
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	502,893.76
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	5,622.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	4,370,911.38
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	298,481.08
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	1,304,326.53
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	56,975,992.52



**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment**

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B19)

4.62%

**D. Preliminary Proposed Indirect Cost Rate**

(For final approved fixed-with-carry-forward rate for use in 2023-24 see [www.cde.ca.gov/fg/ac/ic](http://www.cde.ca.gov/fg/ac/ic))

(Line A10 divided by Line B19)

4.08%

**Part IV - Carry-forward Adjustment**

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

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

**A. Indirect costs incurred in the current year (Part III, Line A8)**

2,633,331.59

**B. Carry-forward adjustment from prior year(s)**

1. Carry-forward adjustment from the second prior year

371,611.89

2. Carry-forward adjustment amount deferred from prior year(s), if any

0.00

**C. Carry-forward adjustment for under- or over-recovery in the current year**

1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.82%) times Part III, Line B19); zero if negative

0.00

2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.82%) times Part III, Line B19) or (the highest rate used to recover costs from any program (105.05%) times Part III, Line B19); zero if positive

(311,059.28)

**D. Preliminary carry-forward adjustment (Line C1 or C2)**

(311,059.28)

**E. Optional allocation of negative carry-forward adjustment over more than one year**

Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.

Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:

4.08%

Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-155529.64) is applied to the current year calculation and the remainder (\$-155529.64) is deferred to one or more future years:

4.35%

Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-103686.43) is applied to the current year calculation and the remainder (\$-207372.85) is deferred to one or more future years:

4.44%

LEA request for Option 1, Option 2, or Option 3

1

**F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if**

**Option 2 or Option 3 is selected)**

(311,059.28)

Approved indirect cost rate: 5.82%

Highest rate used in any program: 105.05%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	491,604.04	25,000.00	5.09%
01	3212	45,885.06	1,865.00	4.06%
01	3213	9,472.00	9,950.00	105.05%
01	3215	201,853.29	3,279.00	1.62%
01	3216	368,164.00	21,423.00	5.82%
01	4035	225,116.00	11,000.00	4.89%
01	4203	73,118.82	3,000.00	4.10%
01	6010	170,454.55	8,000.00	4.69%
01	7422	910,154.56	45,000.00	4.94%
12	6105	259,109.00	12,000.00	4.63%
13	5310	1,079,326.53	63,000.00	5.84%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		171,813.36	171,813.36
2. State Lottery Revenue	8560	722,100.00		275,852.42	997,952.42
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		722,100.00	0.00	447,665.78	1,169,765.78
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	92,920.00		0.00	92,920.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	19,187.05		0.00	19,187.05
4. Books and Supplies	4000-4999	4,776.70		70,000.00	74,776.70
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	605,216.25			605,216.25
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			55,000.00	55,000.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221,7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213,7223,7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		722,100.00	0.00	125,000.00	847,100.00
<b>C. ENDING BALANCE</b>					
(Must equal Line A6 minus Line B12)	979Z	0.00	0.00	322,665.78	322,665.78
<b>D. COMMENTS:</b>					
Educational Software purchases					

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
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Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

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

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

Deviations from the standards must be explained and may affect the 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):

3,636.00
<b>District's ADA Standard Percentage Level: 1.0%</b>

**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)	(If Budget is greater than Actuals, else N/A)	
Third Prior Year (2019-20)	District Regular	4,135	4,185		
	Charter School	740	749		
	<b>Total ADA</b>	<b>4,875</b>	<b>4,934</b>	<b>N/A</b>	<b>Met</b>
Second Prior Year (2020-21)	District Regular	4,029	4,112		
	Charter School	772			
	<b>Total ADA</b>	<b>4,800</b>	<b>4,112</b>	<b>14.3%</b>	<b>Not Met</b>
First Prior Year (2021-22)	District Regular	4,105	4,112		
	Charter School	814	0		
	<b>Total ADA</b>	<b>4,919</b>	<b>4,112</b>	<b>16.4%</b>	<b>Not Met</b>
Budget Year (2022-23)	District Regular	3,954			
	Charter School	0			
	<b>Total ADA</b>	<b>3,954</b>			

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

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

1a. STANDARD NOT MET - Funded ADA was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

**Explanation:**  
(required if NOT met)

The district is experiencing declining enrollment at a faster rate than anticipated. For some years, the charter information is not being populated and I am unable to change that.

1b. STANDARD NOT MET - Funded ADA 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 funded ADA, and what changes will be made to improve the accuracy of projections in this area.

**Explanation:**  
(required if NOT met)

Like many school district in California, our enrollment declined at a faster pace than anticipate during the COVID 19 pandemic.

**2. CRITERION: Enrollment**

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

by more than the following percentage levels:

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

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

District's Enrollment Standard Percentage Level:

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

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

Fiscal Year		Enrollment		Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
		Budget	CBEDS Actual		
Third Prior Year (2019-20)	District Regular	4,330	5,082	N/A	Met
	Charter School	787	780		
	<b>Total Enrollment</b>	<b>5,117</b>	<b>5,862</b>		
Second Prior Year (2020-21)	District Regular	4,207	4,842	N/A	Met
	Charter School	802	871		
	<b>Total Enrollment</b>	<b>5,009</b>	<b>5,713</b>		
First Prior Year (2021-22)	District Regular	4,207	3,994		

	Charter School	802	762		
	<b>Total Enrollment</b>	<b>5,009</b>	<b>4,756</b>	<b>5.1%</b>	<b>Not Met</b>
Budget Year (2022-23)					
	District Regular	3,906			
	Charter School	762			
	<b>Total Enrollment</b>	<b>4,668</b>			

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

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

- 1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

**Explanation:**  
(required if NOT met)

We did not foresee the COVID 19 pandemic nor did we anticipate the huge decline in enrollment as a result.

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

**Explanation:**  
(required if NOT met)

We did not foresee the COVID 19 pandemic nor did we anticipate the huge decline in enrollment as a result.

3. **CRITERION: ADA to Enrollment**

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

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

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

Fiscal Year		P-2 ADA	Enrollment	Historical Ratio of ADA to Enrollment
		Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	CBEDS Actual (Criterion 2, Item 2A)	
Third Prior Year (2019-20)	District Regular	4,105	5,082	82.8%
	Charter School	749	780	
	<b>Total ADA/Enrollment</b>	<b>4,855</b>	<b>5,862</b>	
Second Prior Year (2020-21)	District Regular	4,112	4,842	72.0%
	Charter School	0	871	
	<b>Total ADA/Enrollment</b>	<b>4,112</b>	<b>5,713</b>	
First Prior Year (2021-22)	District Regular	3,590	3,994	
	Charter School		762	
	<b>Total ADA/Enrollment</b>			

Total ADA/Enrollment	3,590	4,756	75.5%
Historical Average Ratio:			76.8%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			77.3%

**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	3,636	3,906		
	Charter School	0	762		
	<b>Total ADA/Enrollment</b>	<b>3,636</b>	<b>4,668</b>	<b>77.9%</b>	<b>Not Met</b>
1st Subsequent Year (2023-24)					
	District Regular	3,645	3,816		
	Charter School	734	762		
	<b>Total ADA/Enrollment</b>	<b>4,379</b>	<b>4,578</b>	<b>95.7%</b>	<b>Not Met</b>
2nd Subsequent Year (2024-25)					
	District Regular	3,580	3,726		
	Charter School	734	762		
	<b>Total ADA/Enrollment</b>	<b>4,314</b>	<b>4,488</b>	<b>96.1%</b>	<b>Not Met</b>

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

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

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

**Explanation:**

(required if NOT met)

The form is not accurately pulling in our dependent charter data, which is reported in Fund 09. However, our attendance percentage is down this year, largely due to spikes in COVID 19 and students being required to quarantine in accordance with health guidelines. While we did our best to issue independent study contracts for students home from school, not all students would return the work so no ADA was earned.

**4. CRITERION: LCFF Revenue**

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

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



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

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

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

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

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

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

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

**Projected LCFF Revenue**

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
<b>Step 1 - Change in Population</b>				
a. ADA (Funded) (Form A, lines A6 and C4)	4,112.35	3,954.33	3,783.69	3,625.00
b. Prior Year ADA (Funded)		4,112.35	3,954.33	3,783.69
c. Difference (Step 1a minus Step 1b)		(158.02)	(170.64)	(158.69)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(3.84%)	(4.32%)	(4.19%)

**Step 2 - Change in Funding Level**

a. Prior Year LCFF Funding	39,113,026.00	41,344,273.00	41,751,465.00
b1. COLA percentage	6.56%	5.38%	4.02%
b2. COLA amount (proxy for purposes of this criterion)	2,565,814.51	2,224,321.89	1,678,408.89
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)	2.7%	1.1%	-0.2%
<b>LCFF Revenue Standard (Step 3, plus/minus 1%):</b>	<b>1.72% to 3.72%</b>	<b>0.06% to 2.06%</b>	<b>-1.17% to 0.83%</b>

**4A2. Alternate LCFF Revenue Standard - Basic Aid**

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

**Basic Aid District Projected LCFF Revenue**

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	17,003,398.00	17,428,483.00	17,864,195.00	18,310,800.00
Percent Change from Previous Year		N/A	N/A	N/A
<b>Basic Aid Standard (percent change from previous year, plus/minus 1%):</b>		N/A	N/A	N/A

**4A3. Alternate LCFF Revenue Standard - Necessary Small School**

DATA ENTRY: All data are extracted or calculated.

**Necessary Small School District Projected LCFF Revenue**

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
<b>Necessary Small School Standard (COLA Step 2c, plus/minus 1%):</b>	N/A	N/A	N/A

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

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	41,613,767.00	44,077,428.00	44,627,362.09	44,745,659.97
District's Projected Change in LCFF Revenue:		5.92%	1.25%	.27%
<b>LCFF Revenue Standard</b>		<b>1.72% to 3.72%</b>	<b>0.06% to 2.06%</b>	<b>-1.17% to 0.83%</b>
<b>Status:</b>		Not Met	Met	Met

**4C. Comparison of District LCFF Revenue to the Standard**

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

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

**Explanation:**  
(required if NOT met)

Significant changes in funding between 21-22 due to increase to the base grant and COLA of 6.56%. We are also using the LCFF Calculator that is taking the 3 year rolling average for ADA into account.

**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)		
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Third Prior Year (2019-20)	29,545,041.89	32,404,824.88
Second Prior Year (2020-21)	30,098,120.98	31,367,302.63	96.0%
First Prior Year (2021-22)	31,116,380.85	35,319,798.03	88.1%
	Historical Average Ratio:		91.7%

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
<b>District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):</b>	<b>88.7% to 94.7%</b>	<b>88.7% to 94.7%</b>	<b>88.7% to 94.7%</b>

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

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

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)			Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	
	Budget Year (2022-23)	31,869,540.17	35,915,129.56	
1st Subsequent Year (2023-24)	32,016,798.24	36,221,944.97	88.4%	Not Met

2nd Subsequent Year (2024-25)

32,329,600.74	36,690,439.67	88.1%	Not Met
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**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)

The district has not settled negotiations for the budget year, which will impact the amount of salary and benefits. The year 20-21 was an anomaly due to COVID and distance learning so it is skewing the average.

**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):	2.72%	1.06%	(.17%)
<b>2. District's Other Revenues and Expenditures</b>			
<b>Standard Percentage Range (Line 1, plus/minus 10%):</b>	<b>-7.28% to 12.72%</b>	<b>-8.94% to 11.06%</b>	<b>-10.17% to 9.83%</b>
3. District's Other Revenues and Expenditures			
Explanation Percentage Range (Line 1, plus/minus 5%):	-2.28% to 7.72%	-3.94% to 6.06%	-5.17% to 4.83%

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

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

years. All other data are extracted or calculated.

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

Percent Change      Change Is  
   Outside

Object Range / Fiscal Year	Amount	Over Previous Year	Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2021-22)	2,978,058.13		
Budget Year (2022-23)	3,210,929.10	7.82%	Yes
1st Subsequent Year (2023-24)	5,884,803.40	83.27%	Yes
2nd Subsequent Year (2024-25)	1,963,523.75	(66.63%)	Yes

**Explanation:**  
(required if Yes)

There are large fluctuations in federal funding due to COVID relief funds, much of which is federal revenue.

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)</b>			
First Prior Year (2021-22)	7,291,934.11		
Budget Year (2022-23)	5,012,067.17	(31.27%)	Yes
1st Subsequent Year (2023-24)	3,860,135.73	(22.98%)	Yes
2nd Subsequent Year (2024-25)	4,386,385.08	13.63%	Yes

**Explanation:**  
(required if Yes)

We received Expanded Learning Opportunity Grant funds, In Person Instruction Grant Funds and Expanded Learning Opportunity Program funds, all of which are state revenue. Some of this funding was received in 21-22 but will be spent over the next few years. At this time, some of the funding was one-time and we believe that some of it will be ongoing.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)</b>			
First Prior Year (2021-22)	5,049,111.42		
Budget Year (2022-23)	5,250,119.83	3.98%	No
1st Subsequent Year (2023-24)	5,220,519.73	(.56%)	No
2nd Subsequent Year (2024-25)	5,223,119.73	.05%	No

**Explanation:**  
(required if Yes)

Increase in SPED funding in 2022-23.

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)</b>			
First Prior Year (2021-22)	3,311,410.81		
Budget Year (2022-23)	2,861,968.78	(13.57%)	Yes
1st Subsequent Year (2023-24)	3,005,129.83	5.00%	No
2nd Subsequent Year (2024-25)	3,926,021.72	30.64%	Yes

**Explanation:**  
(required if Yes)

We received grant funding in 21-22 to purchase a large number of student computers which were coded to books and supplies. We are not budgeting for those expenditures in 22-23 and beyond. We plan on purchasing textbooks for \$1 million in 2024-25.

<b>Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)</b>			
First Prior Year (2021-22)	3,906,670.84		
Budget Year (2022-23)	3,737,546.25	(4.33%)	Yes
1st Subsequent Year (2023-24)	3,517,961.68	(5.88%)	Yes
2nd Subsequent Year (2024-25)	3,466,768.94	(1.46%)	No

**Explanation:**

Fluctuations in spending due to spending down COVID funds in the next few years.

(required if Yes)

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change	
		Over Previous Year	Status
<b>Total Federal, Other State, and Other Local Revenue (Criterion 6B)</b>			
First Prior Year (2021-22)	15,319,103.66		
Budget Year (2022-23)	13,473,116.10	(12.05%)	Not Met
1st Subsequent Year (2023-24)	14,965,458.86	11.08%	Not Met
2nd Subsequent Year (2024-25)	11,573,028.56	(22.67%)	Not Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)</b>			
First Prior Year (2021-22)	7,218,081.65		
Budget Year (2022-23)	6,599,515.03	(8.57%)	Not Met
1st Subsequent Year (2023-24)	6,523,091.51	(1.16%)	Met
2nd Subsequent Year (2024-25)	7,392,790.66	13.33%	Not Met

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

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

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

<p><b>Explanation:</b> Federal Revenue (linked from 6B if NOT met)</p>	<p>There are large fluctuations in federal funding due to COVID relief funds, much of which is federal revenue.</p>
<p><b>Explanation:</b> Other State Revenue (linked from 6B if NOT met)</p>	<p>We received Expanded Learning Opportunity Grant funds, In Person Instruction Grant Funds and Expanded Learning Opportunity Program funds, all of which are state revenue. Some of this funding was received in 21-22 but will be spent over the next few years. At this time, some of the funding was one-time and we believe that some of it will be ongoing.</p>
<p><b>Explanation:</b> Other Local Revenue (linked from 6B if NOT met)</p>	<p>Increase in SPED funding in 2022-23.</p>

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)

We received grant funding in 21-22 to purchase a large number of student computers which were coded to books and supplies. We are not budgeting for those expenditures in 22-23 and beyond. We plan on purchasing textbooks for \$1 million in 2024-25.

**Explanation:**

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

Fluctuations in spending due to spending down COVID funds in the next few years.

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)

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

3% Required Budgeted Contribution<sup>1</sup>  
Minimum Contribution to the Ongoing and Major

	(Line 2c times 3%)	Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	52,630,777.76	1,578,923.33	Met

<sup>1</sup> Fund 01, Resource 8150, Objects 8900-8999

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

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

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

**8. CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in two out of three prior fiscal years.

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (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)	1,409,204.88	1,510,000.00	1,617,590.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	73,257.52	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)	(73,257.52)	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	1,409,204.88	1,510,000.00	1,617,590.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	46,973,496.04	50,109,137.77	53,919,591.44
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)	46,973,496.04	50,109,137.77	53,919,591.44



3. District's Available Reserve Percentage  
(Line 1e divided by Line 2c)

3.0%	3.0%	3.0%
------	------	------

District's Deficit Spending Standard Percentage Levels  
(Line 3 times 1/3):

1.0%	1.0%	1.0%
------	------	------

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

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

**8B. Calculating the District's Deficit Spending Percentages**

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2019-20)	2,979,600.86	33,013,978.81	N/A	Met
Second Prior Year (2020-21)	363,208.86	32,367,302.64	N/A	Met
First Prior Year (2021-22)	(145,515.41)	36,319,798.03	.4%	Met
Budget Year (2022-23) (Information only)	909,480.15	36,915,129.56		

**8C. Comparison of District Deficit Spending to the Standard**

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

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

**Explanation:**  
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level <sup>1</sup>	District ADA
-------------------------------	--------------

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

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

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

District's Fund Balance Standard Percentage Level:

**9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages**

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance <sup>2</sup> (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance	Status
	Original Budget	Estimated/Unaudited Actuals	Variance Level (If overestimated, else N/A)	
Third Prior Year (2019-20)	9,464,467.00	10,755,235.54	N/A	Met
Second Prior Year (2020-21)	11,673,314.58	13,734,836.40	N/A	Met
First Prior Year (2021-22)	13,305,572.46	14,098,045.26	N/A	Met
Budget Year (2022-23) (Information only)	13,952,529.85			

<sup>2</sup> Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

**9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard**

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

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

**Explanation:**  
(required if NOT met)

**10. CRITERION: Reserves**

STANDARD: Available reserves<sup>1</sup> for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

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

Percentage Level	District ADA
5% or \$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

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

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

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	3,636	3,763	3,641
<b>District's Reserve Standard Percentage Level:</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>

**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? YES

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

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

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

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

**10B. Calculating the District's Reserve Standard**

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

All other data are extracted or calculated.

Budget Year	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)	56,297,877.11	58,543,190.24	56,342,343.02
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)	56,297,877.11	58,543,190.24	56,342,343.02
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,688,936.31	1,756,295.71	1,690,270.29
6. Reserve Standard - by Amount (\$75,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. <b>District's Reserve Standard</b> <b>(Greater of Line B5 or Line B6)</b>	<b>1,688,936.31</b>	<b>1,756,295.71</b>	<b>1,690,270.29</b>

**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	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,689,000.00	1,757,000.00	1,691,000.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	1,689,000.00	1,757,000.00	1,691,000.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.00%	3.00%
<b>District's Reserve Standard</b> <b>(Section 10B, Line 7):</b>	<b>1,688,936.31</b>	<b>1,756,295.71</b>	<b>1,690,270.29</b>
Status:	Met	Met	Met

**10D. Comparison of District Reserve Amount to the Standard**

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

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

Explanation:  
(required if NOT met)

**SUPPLEMENTAL INFORMATION**

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

**S1. Contingent Liabilities**

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

Yes

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

Litigation associated with our special education program. Impact is unknown at this time.

**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
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**1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**

First Prior Year (2021-22)	(5,829,368.45)			
Budget Year (2022-23)	(6,178,378.02)	349,009.57	6.0%	Met
1st Subsequent Year (2023-24)	(6,585,936.13)	407,558.11	6.6%	Met
2nd Subsequent Year (2024-25)	(7,469,349.84)	883,413.71	13.4%	Not Met

**1b. Transfers In, General Fund \***

First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met

**1c. Transfers Out, General Fund \***

First Prior Year (2021-22)	1,599,596.00			
Budget Year (2022-23)	1,647,320.78	47,724.78	3.0%	Met
1st Subsequent Year (2023-24)	1,569,659.00	(77,661.78)	(4.7%)	Met
2nd Subsequent Year (2024-25)	1,568,588.26	(1,070.74)	(.1%)	Met

**1d. Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget?

No

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

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

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

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

**Explanation:**

(required if NOT met)

An increase in Special Education expenditures is the main reason for an increase in our contributions. The increase in contributions is likely to be ongoing.

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**

(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**

(required if NOT met)

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

**Project Information:**

(required if YES)

**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

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

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

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

1. Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C)

Yes

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

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2022-23
		Remaining Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	5	General Fund	obj 5xxx	105,000
Certificates of Participation				0

General Obligation Bonds	19	Debt Service - Fund 51, taxes 8571, 8611,8614	Debt Services: Fund 51, obj 7433- 7464	2,600,000
Supp Early Retirement Program				
State School Building Loans				0
Compensated Absences	1	General Fund	objs. 1xxx-2xxx	181,433

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

<b>TOTAL:</b>				2,886,433

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Leases				0
Certificates of Participation				0
General Obligation Bonds				0
Supp Early Retirement Program				0
State School Building Loans				0
Compensated Absences				0
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
<b>Has total annual payment increased over prior year (2021-22)?</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>

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

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

**Explanation:**  
(required if Yes  
to increase in total  
annual payments)



**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

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

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)

2. For the district's OPEB:  
a. Are they lifetime benefits?

- b. Do benefits continue past age 65?

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

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

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

Self-Insurance Fund      Governmental Fund

governmental fund

	7,446,779	0
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4. OPEB Liabilities

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

	9,569,534.00
	6,757,730.00
	2,811,804.00
	Actuarial
	Jun 30, 2021

5. OPEB Contributions

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	0.00	0.00	0.00
	2,225,846.20	1,442,548.00	1,447,476.00
	868,277.00	1,032,367.00	1,032,367.00
	57.00	54.00	51.00

**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

	0.00
	0.00

4. Self-Insurance Contributions

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

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

b. Amount contributed (funded) for self-insurance programs	0.00	0.00	0.00
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**S8. Status of Labor Agreements**

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

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

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

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

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

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

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	193.2	191.2	191.2	188.2

**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:	Begin Date:	End Date:	
5.	Salary settlement:	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

No	No	No
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**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

199082
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Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

7. Amount included for any tentative salary schedule increases

0	0	0
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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

No	No	No
2727314.00	2727314.00	2727314.00
	0.0%	0.0%
0.0%	0.0%	0.0%

**Certificated (Non-management) Prior Year Settlements**

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

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

If Yes, explain the nature of the new costs:

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

**Certificated (Non-management) Step and Column Adjustments**

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

Yes	Yes	Yes
282047.00	283562.00	281818.00

3. Percent change in step & column over prior year

2.5%	2.5%	2.5%
Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

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

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

No	No	Yes
No	No	Yes

**Certificated (Non-management) - Other**

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

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

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

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified(non - management) FTE positions	151.2	151.2	151.2	151.2

**Classified (Non-management) Salary and Benefit Negotiations**

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

No
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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

- Per Government Code Section 3547.5(a), date of public disclosure board meeting:
- 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:
- Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?


If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: [ ] End Date: [ ]

5. Salary settlement: Budget Year 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 [ 94116 ]

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

7. Amount included for any tentative salary schedule increases [ 0 ] [ 0 ] [ 0 ]

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

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

1.	Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
2.	Total cost of H&W benefits	1153669.00	1153669.00	1153669.00
3.	Percent of H&W cost paid by employer	0.0%	0.0%	0.0%
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?

[ No ]

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**

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

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Yes	Yes	Yes
98474.00	83538.00	64147.00
2.0%	2.0%	2.0%

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

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

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
No	No	No
No	No	No

**Classified (Non-management) - Other**

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

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

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

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions	34.4	35	35	35

**Management/Supervisor/Confidential**

**Salary and Benefit Negotiations**

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

No
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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	50091		
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
4.	Amount included for any tentative salary schedule increases	0	0	0

**Management/Supervisor/Confidential**

**Health and Welfare (H&W) Benefits**

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
2.	Total cost of H&W benefits	521876.00	521876.00	521876.00
3.	Percent of H&W cost paid by employer	0.0%	0.0%	0.0%
4.	Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

**Management/Supervisor/Confidential**

**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 and column adjustments	48054.00	22425.00	15132.00
3.	Percent change in step & column over prior year	1.0%	.5%	.5%

**Management/Supervisor/Confidential**

**Other Benefits (mileage, bonuses, etc.)**

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
1.	Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of other benefits	38004.00	38004.00	38004.00
3.	Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

**S9. Local Control and Accountability Plan (LCAP)**

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

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

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

Yes



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

Jun 16, 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.

<b>A1.</b>	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
<b>A2.</b>	Is the system of personnel position control independent from the payroll system?	No
<b>A3.</b>	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
<b>A4.</b>	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
<b>A5.</b>	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
<b>A6.</b>	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
<b>A7.</b>	Is the district's financial system independent of the county office system?	No
<b>A8.</b>	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
<b>A9.</b>	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)

Change in the Chief Business Official position

**End of School District Budget Criteria and Standards Review**

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	(1,782,811.13)	0.00	(75,000.00)				
Other Sources/Uses Detail					0.00	1,599,596.00		
Fund Reconciliation							3,796.20	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	1,763,052.56	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	12,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	3,796.20
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	2,258.57	0.00	63,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,599,596.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	17,500.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
<b>TOTALS</b>	1,782,811.13	(1,782,811.13)	75,000.00	(75,000.00)	1,599,596.00	1,599,596.00	3,796.20	3,796.20

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	(1,855,576.81)	0.00	(75,000.00)				
Other Sources/Uses Detail					0.00	1,647,320.78		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	1,836,076.81	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	12,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	2,000.00	0.00	63,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,647,320.78	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	17,500.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						



Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		

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

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	1,855,576.81	(1,855,576.81)	75,000.00	(75,000.00)	1,647,320.78	1,647,320.78		

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

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

\_\_\_\_\_

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

Signed

Date of Meeting: Jun 16, 2022

\_\_\_\_\_ Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name: Sandra Knight  
 Title: Assistant Superintendent, Business Services  
 Telephone: 805-938-8915  
 E-mail: sknight@orcutt-schools.net

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

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

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

Budget available for inspection at:

Public Hearing:

Place: 500 Dyer Street

Place: 500 Dyer Street

Date: June 03, 2022

Date: June 08, 2022

Time: 06:00 PM

Adoption Date: June 16, 2022

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

Clerk/Secretary of  
the Governing  
Board

(Original signature  
required)

Contact person for additional information on the budget reports:

Name: Sandra Knight

Telephone: 805-938-8915

Title: Assistant  
Superintendent,  
Business Services

E-mail: sknight@orcutt-  
schools.net

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	
<b>SUPPLEMENTAL INFORMATION</b>			<b>No</b>	<b>Yes</b>
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
<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
S6	Long-term Commitments	Does the district have long-term (multi year) 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?	X	

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 16, 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
<b>ADDITIONAL FISCAL INDICATORS</b>			<b>No</b>	<b>Yes</b>
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	
<b>ADDITIONAL FISCAL INDICATORS (continued)</b>			<b>No</b>	<b>Yes</b>
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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Budget, July 1  
Estimated Actuals 2021-22  
**Technical Review Checks**  
Phase - All  
Display - All Technical Checks

Orcutt Union Elementary

Santa Barbara County

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

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

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

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

**IMPORT CHECKS**

**CHECKFUND** - (Fatal) - All FUND codes must be valid. **Passed**

**CHECKRESOURCE** - (Warning) - All RESOURCE codes must be valid. **Passed**

**CHK-RS-LOCAL-DEFINED** - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

**CHECKGOAL** - (Fatal) - All GOAL codes must be valid. **Passed**

**CHECKFUNCTION** - (Fatal) - All FUNCTION codes must be valid. **Passed**

**CHECKOBJECT** - (Fatal) - All OBJECT codes must be valid. **Passed**

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

**CHK-FDXRS7690xOB8590** - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

**CHK-FUNDxRESOURCE** - (Warning) - All FUND and RESOURCE account code combinations should be valid. **Passed**

**CHK-FUNDxGOAL** - (Warning) - All FUND and GOAL account code combinations should be valid. **Passed**

**CHK-FUNDxFUNCTION-A** - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

**CHK-FUNDxFUNCTION-B** - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

**CHK-RESOURCExOBJECTA** - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

**CHK-RESOURCExOBJECTB** - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

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

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

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

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

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

**PY-EFB=CY-BFB - (Fatal) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791).** **Passed**

**PY-EFB=CY-BFB-RES - (Fatal) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource.** **Passed**

## **GENERAL LEDGER CHECKS**

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

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

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

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

**DUE-FROM=DUE-TO - (Fatal) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610).** **Passed**

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

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

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

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

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

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

<b>EPA-CONTRIB - (Fatal)</b> - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400).	<b><u>Passed</u></b>
<b>LOTTERY-CONTRIB - (Fatal)</b> - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300).	<b><u>Passed</u></b>
<b>PASS-THRU-REV=EXP - (Warning)</b> - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource.	<b><u>Passed</u></b>
<b>SE-PASS-THRU-REVENUE - (Warning)</b> - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area.	<b><u>Passed</u></b>
<b>EXCESS-ASSIGN-REU - (Fatal)</b> - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95).	<b><u>Passed</u></b>
<b>UNASSIGNED-NEGATIVE - (Fatal)</b> - Unassigned/Unappropriated Balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95.	<b><u>Passed</u></b>
<b>UNR-NET-POSITION-NEG - (Fatal)</b> - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.	<b><u>Passed</u></b>
<b>RS-NET-POSITION-ZERO - (Fatal)</b> - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.	<b><u>Passed</u></b>
<b>EFB-POSITIVE - (Warning)</b> - All ending fund balances (Object 979Z) should be positive by resource, by fund.	<b><u>Passed</u></b>
<b>OBJ-POSITIVE - (Warning)</b> - All applicable objects should have a positive balance by resource, by fund.	<b><u>Passed</u></b>
<b>REV-POSITIVE - (Warning)</b> - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.	<b><u>Passed</u></b>
<b>EXP-POSITIVE - (Warning)</b> - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund.	<b><u>Passed</u></b>
<b>AR-AP-POSITIVE - (Warning)</b> - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund.	<b><u>Passed</u></b>
<b>CEFB-POSITIVE - (Fatal)</b> - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund.	<b><u>Passed</u></b>
<b>NET-INV-CAP-ASSETS - (Warning)</b> - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund.	<b><u>Passed</u></b>

## **SUPPLEMENTAL CHECKS**

<b>ASSET-ACCUM-DEPR-NEG - (Fatal)</b> - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative.	<b><u>Passed</u></b>
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**DEBT-ACTIVITY - (Informational)** - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt.

**Passed**

**DEBT-POSITIVE - (Fatal)** - In Form DEBT, long-term liability ending balances must be positive.

**Passed**

## **EXPORT VALIDATION CHECKS**

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

**Passed**

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

**Passed**

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

**Passed**

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

**Passed**

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

**Passed**

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

**Passed**

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

Orcutt Union Elementary

Santa Barbara County

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

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

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

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

**IMPORT CHECKS**

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

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

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

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

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

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

## **GENERAL LEDGER CHECKS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **SUPPLEMENTAL CHECKS**

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

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

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

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

## **EXPORT VALIDATION CHECKS**

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

<b>BUDGET-CERT-PROVIDE - (Fatal) - Budget Certification (Form CB) must be provided.</b>	<b><u>Passed</u></b>
<b>WK-COMP-CERT-PROVIDE - (Fatal) - Workers' Compensation Certification (Form CC) must be provided.</b>	<b><u>Passed</u></b>
<b>ADA-PROVIDE - (Fatal) - Average Daily Attendance data Form A must be provided.</b>	<b><u>Passed</u></b>
<b>CS-PROVIDE - (Fatal) - The Criteria and Standards Review (Form 01CS) has been provided.</b>	<b><u>Passed</u></b>
<b>MYP-PROVIDE - (Warning) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)</b>	<b><u>Passed</u></b>
<b>CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.</b>	<b><u>Passed</u></b>
<b>CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.</b>	<b><u>Passed</u></b>
<b>CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved.</b>	<b><u>Passed</u></b>
<b>VERSION-CHECK - (Warning) - All versions are current.</b>	<b><u>Passed</u></b>





## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D.

FROM: Sandra Knight  
Assistant Superintendent, Business Services

BOARD MEETING DATE: June 08, 2022

BOARD AGENDA ITEM: Fund Balance GASB 54 Resolution No. 19

BACKGROUND: School districts are required to implement General Accounting Standards Board (GASB) Statement No. 54, which provides classification of fund balances and special revenue fund definitions. This action must be taken each year prior to June 30<sup>th</sup>.

Fund balances of the governmental funds are classified as follows:

**Non-spendable** – amounts that cannot be spent either because they are in non-spendable form or because they are legally or contractually required to be maintained intact.

**Restricted** – amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

**Committed** – amounts that can be used only for specific purpose determined by a formal action of the governing board. The governing board is the highest level of decision-making authority for the district. Commitments may be established, modified, or rescinded only through ordinances or resolutions approved by the governing board.

**Assigned** – amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes.

RECOMMENDATION: Staff recommends that the Board approves Resolution No. 19 as presented.

FUNDING: All Funds

**ORCUTT UNION SCHOOL DISTRICT**

**RESOLUTION NO. 19 2022-2023**

**RESOLUTION FOR THE CLASSIFICATION OF**

**FUND BALANCES IN GOVERNEMENTAL ACCOUNTING STANDARDS BOARD (GASB 54)**

ON MOTION of Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, the following resolution is hereby adopted:

WHEREAS, the governing board of Orcutt Union School District will adhere to the reporting requirements as set forth by Governmental Accounting Standards Board (GASB) Statement 54 Fund Reporting and Governmental Fund Type Definitions; and

WHEREAS, the District will categorize according to the following components: Nonspendable (including but not limited to, inventory, prepaid), Restricted (external restrictions), Committed (imposed by resolution), Assigned (general intent for specific use) and Unassigned (residual); and

WHEREAS, the governing board further delegates authorization to the Superintendent and/or their designate to identify intended uses of assigned funds; and

WHEREAS, the governing board further establishes the order in which fund balances will be spent when multiple fund balance types are available for a specific purpose, committed, assigned, and lastly unassigned; and

WHEREAS, the governing board is committed to maintain a prudent level of financial resources to protect against the need to reduce services levels because of temporary revenue shortfalls or unpredicted one time expenditures. The District's minimum fund balance policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than prescribed for fiscal solvency review purposes pursuant to Education Code Section 33127. In the event the balance drops below the established minimum level, the district's governing board will develop a plan to replenish the fund balance to the established minimum level within two years.

NOW THEREFORE, BE IT RESOLVED that the Governing Board of the Orcutt Union School District, in accordance with the provisions of GASB 54 adopts the following authorization for fiscal year 2022-23 to comply with the categorization of fund balance as prescribed by GASB Statement 54 as approved by the Superintendent or their designee:

PASSED AND ADOPTED by the Governing Board on June 8, 2022, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA

COUNTY OF SANTA BARBARA

I, Mark Steller, President of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED this 8<sup>th</sup> day of June, 2022.

\_\_\_\_\_  
President of the Governing Board



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Sandra Knight  
Assistant Superintendent, Business Services

**BOARD MEETING DATE:** June 8, 2022

**BOARD AGENDA ITEM:** Resolution No. 20 District and Charter Education Protection Account (EPA) Requirements

**BACKGROUND:** Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the State's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012. The provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account (EPA) to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f).

Local Education Agencies (LEAs) such as school districts, county offices of education, and charter schools will receive funds from the EPA based on their proportionate share of the statewide LCFF amount. A corresponding reduction is made to a LEAs LCFF state aid equal to the amount of their EPA entitlement. LEAs will receive EPA payments quarterly in the 2022-23 Fiscal Year. This allocation may also be subject to cash deferrals and/or state budget reductions.

Nearly all of the increased revenue generated from Proposition 30 is used to pay K-14 expenses from the prior year and reduce delays in payments due to schools. Therefore, districts throughout California are estimating deferral payback funding which will allow for restoration of previous cuts imposed during the recession.

**2022-23 Education Protection Act**

The Proposition 30 initiative was intended to minimize deeper cuts to school agencies and other state-supported programs in California. In addition, Proposition 30 prohibits the Initiative's tax revenues allocated to K-12 agencies from being used for administrative costs. While all revenues raised by Proposition 30 are distributed to school districts, a significant share of those resources simply reduce the amount of other state funding that schools receive. This allocation may also be subject to cash deferrals and/or state budget reductions.

Before June 30 of each year, the State Director of Finance is required to estimate the total amount of additional revenues, less refund that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year. The General Fund portion of that amount is estimated to be:

<b>Education Protection Account</b>	
<b>Estimated Funds</b>	
Calculation:	\$6,180,956 (District, Fund 01) \$1,434,032 (Charter, Fund 09)
<b>Estimated Expenditures</b> <i>instruction, instructional library, media, and technology, guidance and counseling services, psychological services, attendance and social work services, health services, speech pathology, and audiology services, custodians, plant services, and, pupil testing services.</i>	\$6,180,956 (District, Fund 01) \$1,434,032 (Charter, Fund 09)
<p>Note: As per Article XIII, Section 36 of the California Constitution, the district will post an accounting of the actual money received from the EPA and accounts where the money was allocated when we receive the funds.</p>	

**RECOMMENDATION:** Staff recommends that the Board adopt Resolution No. 20, The Education Protection Accounts 2022-23, as presented above.

**FUNDING:** District Fund (01) and Charter Fund (09) as presented.

**ORCUTT UNION SCHOOL DISTRICT  
REGULAR BOARD MEETING  
June 08, 2022**

**RESOLUTION NO. 20  
THE EDUCATION PROTECTION ACCOUNT (EPA) 2022-2023**

**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(f);

**WHEREAS**, before June 30 of each year, the State Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

**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** by the Governing Board of the Orcutt Union School District that:

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 Orcutt Union School District;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Orcutt Union School District has determined to spend the monies received from the Education Protection Act on:
  - instruction,
  - instructional library, media, and technology,
  - guidance and counseling services,
  - psychological services,
  - attendance and social work services,
  - health services,
  - speech pathology and audiology services,
  - custodians,
  - plant services, and
  - pupil testing services.

**PASSED AND ADOPTED** this 8<sup>th</sup> day of June 2022.

I, Holly Edds, Secretary of the Board of Trustees of Orcutt Union School District hereby certify that Resolution No. 20 was duly passed and adopted by the Board of Trustees of Orcutt Union School District at a regular meeting thereof assembled this 8th day of June 2022 by the following vote, to-wit:

**AYES:**

**NOES:**

**ABSENT:**

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Secretary of the Board of Education of the  
Orcutt Union School District



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D.

FROM: Sandra Knight  
Director, Fiscal Services

BOARD MEETING DATE: June 8, 2022

BOARD AGENDA ITEM: Award Bid for the Orcutt Academy High School Multi-Use Building Project

BACKGROUND: As required, per BP 3311 Bids, and Public Contract Code 2011, bids were requested for the Orcutt Academy High School Multi-Use Building Project. The total *estimated* cost for this project; including the soft cost is \$11,896,751 and a proposed budget will be submitted to the Board for approval on a separate action.

We received four Bids, and they were as follows:

Company	Total Bid
AMG & Associates, Inc.	\$10,317,000
Edwards Construction Group, Inc.	\$10,040,953
Pre Con Industries, Inc.	\$9,734,000
Quincon, Inc.	\$9,449,045

RECOMMENDATION: Staff recommends that the Board of Trustee award the Orcutt Academy High School Multi-Use Building Project to Quincon Inc., for \$9,499,045, as they were the lowest, responsive, and responsible bidder

FUNDING: Fund 21 – Building Fund for the Measure G Bond; Fund 25 – Capital Facilities Fund





# BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D.

FROM: Sandra Knight  
Assistant Superintendent, Business Services

BOARD MEETING DATE: June 8, 2022

BOARD AGENDA ITEM: Orcutt Academy High School Multi-Use Room Building Project Budget for Measure G Bond

BACKGROUND: According to the Local School Construction bonds Act of 2000 (15264-15288), vigorous efforts are undertaken to ensure that the expenditures of bond measures are in strict conformity with the law.

The Governing Board of Orcutt Union School District shall have oversight, and approve all bond projects and expenditures. Below is the estimated OAHS Multi-Use Room Building Project Budget:

OAHS Multi-Use Room Building Project Budget	Total
General Contractor	\$ 9,449,045.00
Contingency (6%)	\$ 557,360.00
<b>Total Hard Costs</b>	<b>\$ 10,006,405.00</b>
Survey, Geotech, Environmental	\$ 32,123.00
Architect and Engineering Fees	\$ 571,200.00
Construction Management	\$ 420,000.00
DSA Plan Check Fee/Field Review	\$ 90,783.00
DSA Inspector	\$ 260,400.00
Materials Testing/Special Inspection	\$ 232,570.00
Furniture & Equipment	\$ 50,000.00
<b>Total Soft Costs</b>	<b>\$ 1,657,076.00</b>
Project Contingency (2%)	\$ 233,270.00
<b>Total Project Budget</b>	<b>\$ 11,896,751.00</b>

RECOMMENDATION: It is recommended that the Board of Trustees approve the estimated budget of \$11,896,751 for the Orcutt Academy High School Multi-Use Room Building Project, as submitted.

FUNDING: Fund 21- Building fund for the Measure G Bond, Fund 25-Capital Facilities Fund



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Sandra Knight  
Assistant Superintendent, Business Services

**BOARD MEETING DATE:** June 8, 2022

**BOARD AGENDA ITEM:** Approve Professional Services Agreement with Kenco Construction Services Inc. to provide DSA Inspection Services for the Orcutt Academy High School Multi-Use Building Project

**BACKGROUND:** DSA requires that a certified Inspector be retained by the District in order to provide DSA inspections services for the duration of the construction of the new OAHS Multi-Use Building Project.

**RECOMMENDATION:** Staff recommends that the Board of Trustees approve the Professional Services Agreement with Kenco Construction Services, Inc. in the amount of \$260,400.00

**FUNDING:** Fund 21 – Building Fund for the Measure G Bond



DSA INSPECTIONS / MANAGEMENT  
A Division of the State Architects

[www.kencoconstructionservices.com](http://www.kencoconstructionservices.com)

EIN #27-2782038  
SOS Corp. # 3245180

*"Building Safe Schools"*

**Proposal for DSA "Onsite" Inspection.**

**Date:** 02-22-22

**Project Client:** **Orcutt Union School District**  
500 Dyer St. Orcutt, Ca. 93455  
(805) 938-8916

**Proposed Projects:** **Orcutt Academy HS Multi-Use Bldg. (MUR)**  
610 Pinal Ave. Orcutt, Ca. 93455

**DSA App. Number:** #03-121912                      **DSA File Number:** 42-30

**Proposed Scope of Work:** One DSA Project Inspector for the construction of the new Multi-Purpose Bldg. Per the DSA approved drawings. All documentation and DSA requirements included. **NOTE:** All geo/soil inspection or special inspections are not included.

**Project Rate:** \$105.00 per hour for DSA inspections with a 4-hour minimum per site visit until the approved drawings are complete. Unless additional work becomes necessary per the district, the hours are estimated not to exceed 8 hrs. per day. OT rate is \$157.50 per hr.

**Estimated Cost:** Estimated Start Date: ..... **May 23, 2022**  
Estimated Completion Date: ..... **July 28, 2023**  
14 months = 310 days = 2,480 hrs. (@ \$105.00 per hr.). ..... **\$ 260,400.00**

**Total Estimated Proposal: \$ 260,400.00**

**Note:** Please be advised that all inspections are subject to contractor performance. Therefore, the total cost proposal is an estimate and subject to increase or credit.

**Project Inspector Agency Agreement and Contract Duties:**

KENCO Construction Services agrees to provide continuous inspection of work for compliance with approved contract documents and California Building Codes, including Title 24. Project Inspector duties are outlined in Title 24, Part 1, Chapter 4, Section 4-333 thru 4-342 California Code of Regulations, including DSA Interpretation of Regulations A-6, A-7, A-8, and as incorporated in the following sections:

1. Represent the client under the guidance of the Architect, Construction Manager, or designated agent.
2. Attend all planning, pre-con conferences, project meetings, or meetings as required by the client.
3. Monitor or observe all special inspections performed by the client-contracted testing laboratory as required by the Testing and Inspection Sheet and as outlined in the Project Specifications. Maintain and update a log specifying hours spent on the project by the special inspectors. Perform or monitor testing for Torque, Epoxy, and Pull Tests as required.
4. The client and the inspector shall each defend and hold harmless each other against any losses, liabilities, damages, injuries, claims, costs, or expenses arising out of, or connected with the provisions of this agreement and the contract documents.
5. This Agreement shall begin on or about **May 23<sup>rd</sup>, 2022** and remain in effect continuously until completed, or terminated in writing. This Contract is intended to be an agency agreement and may be terminated in 30 days by either party with, or without cause. This agency agreement shall be assignable to other schools within the district and shall apply to other inspectors as requested and approved by the district. The district shall not employ, contract, or engage in business or mutually beneficial relationship with any inspectors introduced to the District through KENCO Construction Services for a period of two (2) years after the dissolution of any contracts through KENCO Construction Services, unless written permission is granted prior to each relationship.
6. **The Orcutt Union School District** agrees to pay *KENCO Construction Services, Inc.* our monthly invoice for project services, billed at a rate of **\$105.00 per hour DSA inspection**, within 15 working days of receipt of invoice. Each monthly billing shall separately identify hours and charges for each individual school, consistent with required site accounting. KENCO Construction Services shall provide all necessary cell phones, laptop computers, digital cameras, and any equipment necessary to maintain proper documentation and administration functions throughout the duration of the project. The district shall provide all office space, utility lines, and equipment necessary per the project specifications.
7. KENCO Construction Services shall provide to the district at the end of the project all documentation in a professional format, either in binders or on a computer CD.
8. KENCO Construction Services shall not bill the client for any time not directly paid to the project inspectors working directly on the project. A DSA certified project manager will be assigned to oversee the project inspector to ensure accurate reporting of all activities and DSA compliance. Should any emergency arise where the consultant/inspector becomes absent, on vacation, or is not able to be on site due to causes beyond his/her reasonable control, the DSA certified project manager will provide inspections until the IOR returns.

X Kenneth Hinge

Ken Hinge, President  
 KENCO Construction Services, Inc.  
 Date: 02-22-22

X \_\_\_\_\_

District Authorized Agent  
 Orcutt Union School District  
 Date:



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Sandra Knight  
Assistant Superintendent, Business Services

**BOARD MEETING DATE:** June 8, 2022

**BOARD AGENDA ITEM:** Approve Professional Services Agreement with Soils Engineering, Inc. to Provide Materials Testing and Special Inspection Services for the Orcutt Academy High School Multi-Use Building Project

**BACKGROUND:** DSA Requires that a certified testing lab be retained by the District in order to provide geotechnical, materials testing, and special inspection services. Soils Engineering Inc. shall provide observation, inspection, and testing for items including but not limited to soils, reinforcing steel, concrete, structural steel, and other miscellaneous materials for the OAHS Multi-Use Building project.

**RECOMMENDATION:** Staff recommends that the Board of Trustees approve the Professional Services Agreement with Soils Engineering, Inc. in the estimated amount of \$232,570.

**FUNDING:** Fund 21 – Building Fund for the Measure G Bond



March 25, 2022

SEI Proposal No. 22-247

Orcutt Union School District  
 500 Dyer St.  
 Orcutt, CA 93455

Attention: Mr. David Nichols

Subject: PROPOSAL: Engineering, Inspection Services & Misc. Materials Testing  
 Project: O.A.H.S. Multi-Use Room Building (03-121912)  
 Location: 610 Pinal Ave., Orcutt, CA 93455

Dear Mr. Nichols,

Thank you for contacting Soils Engineering, Inc. (SEI) to provide services for the above listed project. Our services will consist of engineering or inspection services and/or miscellaneous field and laboratory materials testing services based on a Time & Materials (T&M) basis per our 2022 Fee Schedule. Below is an estimate for the scope of work required per the provided drawings and Specifications.

**Soils and Grading**

Special Inspector Grading ([20] 8hr. days @ \$115/hr.) .....	\$ 18,400.00
Compaction Testing Utilities ([20] 6hr. Site Visits @ \$115/hr.) .....	\$ 13,800.00
Compaction Testing Misc. Concrete/Paving Areas ([20] 6hr. site visits @ \$115/hr.) .....	\$ 13,800.00
Nuclear Gauge Compaction Tests (200 @ *NO CHARGE).....	\$ 000.00
Maximum Densities (ASTM D1557 Method 'A' or 'B' (5 @ \$170/ea.).....	\$ 850.00
Maximum Densities (ASTM D1557 Method 'C' (2 @ \$220/ea.).....	\$ 440.00
..... Estimated Subtotal:	\$ 47,290.00

**Concrete:**

Special Inspector Concrete Sampling and Testing ([20] 8hr. Days @ \$115/hr.).....	\$ 18,400.00
Special Inspector Concrete Batch Plant Inspections ([15] 8hr. visits @ \$120/hr.).....	\$ 14,400.00
Special Inspector Post Installed Anchor Testing ([10] 6hr. visits @ \$115/hr.+\$25/Day).....	\$ 7,150.00
Special Inspector Reinforcement ID/Sample/Tag ([10] 8hr. Days @ \$115/hr.).....	\$ 9,200.00
Reinforcing Tensile and Bend ([16] #3 - #8 Bar @ \$200).....	\$ 3,200.00
Concrete compressive strength tests (35 sets @ \$100/set) .....	\$ 3,500.00
..... Estimated Subtotal:	\$ 55,850.00

**Masonry:**

Placement Inspection & Rebar ([30] 8hr. days @ \$120/hr.) .....	\$ 28,800.00
Mortar & Grout Test Samples (20 sets @ \$100/set).....	\$ 2,000.00
Masonry Unit Quality Tests (3 sets 3 of Compression/\$300/Set) .....	\$ 900.00
Masonry Coring (2 Days @ \$200 + 16hrs @ \$115/Hr.).....	\$ 2,240.00
Masonry Core Compressive Strength and Shear (3 sets @ \$50- Comp./\$50-Shear).....	\$ 300.00
..... Estimated Subtotal:	\$ 34,240.00

PROPOSAL - Engineering, Inspection Services & Misc. Materials Testing  
Project: O.A.H.S. Multi-Use Room Building (03-121912)  
610 Pinal Ave., Orcutt, CA 93455

SEI Proposal No. 22-247  
April 1, 2022  
Page 2

**Structural Steel**

Welding Inspector Shop/MAT ID ([25] 8hr. Shop Visits @ \$120/hr.)* .....	\$ 24,000.00
Welding Inspector Field ([20] 8hr. Site Visits @ \$120/hr.) .....	\$ 19,200.00
Bolting Inspector Field ([5] 8hr. Site Visits @ \$120/hr.) .....	\$ 4,800.00
Structural Bolt Testing (6 Sets Proof Load, Tensile and Hardness @ \$600/set.) .....	\$ 3,600.00
..... Estimated Subtotal:	\$ 51,600.00

**\*Shop fabrication is assumed to take place with-in 50 Miles of projects site and to take place between 7am and 3pm, Any additional travel or Shifts will be billed at a T&M rate per our attached fee schedule.**

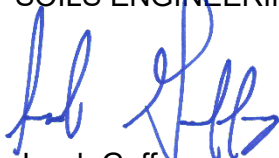
**Project Management:**

Per Diem - (40 Days @ \$250/EA) .....	\$ 10,000.00
Mileage - (197 Site visits (244 Mile RT) @\$0.585/Mile) .....	\$ 28,120.00
Project Reporting (30 reports @ \$45/hr.) .....	\$ 1,350.00
Project Manager (10 hrs. @ \$100/hr.) .....	\$ 1,000.00
Engineering Review (16 hrs. @ \$195/hr.) .....	\$ 3,120.00
..... Estimated Subtotal:	\$ 43,590.00

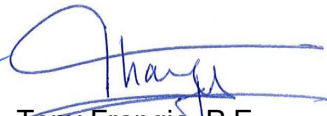
**..... Estimated Grand Total: \$ 232,570.00**

The above listed hours and tests are only estimates for the requested project scope. Any additional services not listed above will also be billed on a T&M basis per our attached 2022 Fee Schedule. We appreciate the opportunity to provide our services. Should you have any questions, or would like additional information regarding our services, or to discuss our proposal in detail, please don't hesitate to contact our office.

Respectfully submitted,  
SOILS ENGINEERING, INC.



Jacob Guffey  
Field Manager



Tony Frangie, P.E.  
Vice President



On Man Lau  
Engineering Manager

Attachments: Contract & 2022 Fee Schedule

# **SOILS ENGINEERING, INC. Terms for Engineering, Inspection Services and/ or Materials Testing**

## **THIS AGREEMENT**

**SEI PROPOSAL NO.: 22-247**

This agreement is made by and between SOILS ENGINEERING, INC. (SEI), herein after referred to as Geotechnical Engineer, and **Orcutt Union School District**, herein after referred to as Client. This agreement between the parties consists of these terms, and the attached proposal identified as **22-247 (Engineering, Inspection Services & Misc. Materials Testing for the O.A.H.S. Multi-Use Room Building (03-121912), located at 610 Pinal Ave., Orcutt, CA 93455)** dated April 1, 2022, and any exhibits or attachments noted in the proposal. Together these elements will constitute the entire agreement superseding any and all prior negotiations, correspondence, or agreements either written or oral. Any changes to this agreement must be mutually agreed to in writing.

**STANDARD OF CARE:** The client recognizes that subsurface conditions may vary from those observed at locations where borings, surveys, or explorations are made, and that site conditions may change with time. Data, interpretations, and recommendations by the Geotechnical Engineer will be based solely on information available to the geotechnical engineer. The geotechnical engineer is responsible for those data, interpretations, and recommendations, but will not be responsible for other parties' interpretations or use of the information developed.

Services performed by the geotechnical engineer under this agreement are expected by the client to be conducted in a manner consistent with the level of care and skill ordinarily exercised by members of the geotechnical engineering profession practicing contemporaneously under similar conditions in the locality of the project. No other warranty, expressed or implied is made.

**SITE ACCESS AND SITE CONDITIONS:** Client will grant or obtain free access to the site for all equipment and personnel necessary for the geotechnical engineer to perform the work set forth in this agreement. The client will notify any and all possessors of the project site that client has granted geotechnical engineer free access to the site. The geotechnical engineer will take reasonable precautions to minimize damage to the site, but it is understood by client that, in the normal course of work, some damage may occur and the correction of such damage is not part of this agreement unless so specified in the proposal.

The client is responsible for the accuracy of locations for all subterranean structures and utilities. The Geotechnical Engineer will take reasonable precautions to avoid known subterranean structures, and the client waives any claim against Geotechnical Engineer, and agrees to defend, indemnify, and hold Geotechnical Engineer harmless from any claim or liability for injury or loss, including costs of defense, arising from damage done to subterranean structures and utilities not identified or accurately located. In addition, client agrees to compensate geotechnical engineer for any time spent or expenses incurred by Geotechnical Engineer in defense of any such claim with compensation to be based upon Geotechnical Engineer's prevailing fee schedule and expense reimbursement policy.

**SAMPLE DISPOSAL:** The geotechnical engineer will dispose of all remaining samples after the required testing is complete unless other arrangements are made. Further storage or transfer of samples can be made at client's expense upon client's prior written request.

**CONSTRUCTION MONITORING:** If the geotechnical engineer is retained by the client to provide a site representative for the purpose of monitoring specific portions of the construction work as set forth in the proposal then this phrase applies. For the specified assignment, the geotechnical engineer will report observations and professional opinions to the client. No action of the geotechnical engineer or geotechnical engineer's site representative can be construed as altering any agreement between the client and others. The geotechnical engineer will report any observed work to the client which, in the geotechnical engineer's professional opinion, does not conform with plans and specifications. The geotechnical engineer has no right to reject or stop work of any agent of the client. Such rights are reserved solely for the client. Furthermore, the geotechnical engineer's presence on site does not in any way guarantee the completion or quality of the performance or the work of any party retained by the client to provide construction related services.

The geotechnical engineer will not be responsible for and will not have control or charge of specific means, methods, techniques, sequences or procedures of construction selected by any agent or agreement of the client, or safety precautions and programs incident thereto.

**BILLING AND PAYMENT:** The services that are agreed upon are listed in SEI proposal 22-247 dated April 1, 2022. Client will pay the geotechnical engineer the lump sum amount indicated on SEI's Proposal. If an estimate for services was provided, then all services will be billed as Time & Materials (T&M) per our referenced fee schedule in SEI proposal 22-247. Invoices will be submitted to Client by Geotechnical Engineer, and will be payable upon presentation. If client objects to all or any portion of any invoice, client will so notify geotechnical engineer in writing within fourteen (14) calendar days of the invoice date, identify the cause of disagreement, and pay when due that portion of the invoice, not in dispute. The parties will immediately make every effort to settle the disputed portion of the invoice. In the absence of written notification described above, the balance as stated on the invoice will be paid.

Invoices are delinquent if payment has not been received within thirty (30) days from the date of invoice. Client will pay an additional charge of one and one half (1.5) percent per month (or the maximum percentage allowed by law, whichever is lower) on any delinquent account, except any portion of the invoiced amount in dispute and resolved in favor of client. Payment thereafter will first be applied to accrued interest and then to the principal unpaid amount.

Client Initials \_\_\_\_\_



**CONTRACT: Engineering, Inspection Services & Misc. Materials Testing**  
**Project: O.A.H.S. Multi-Use Room Building (03-121912)**  
**610 Pinal Ave., Orcutt, CA 93455**

**SEI Proposal No. 22-247**  
**April 1, 2022**  
**Page 2**

All time spent and expenses incurred (including any attorney's fees) in connection with collection of any delinquent amount will be paid by the client to geotechnical engineer per geotechnical engineer's current fee schedules. In the event client fails to pay geotechnical engineer within sixty (60) days after invoices are rendered, client agrees that geotechnical engineer will have the right to consider the failure to pay the geotechnical engineer's invoice as a breach of this agreement.

**TERMINATION:** This agreement may be terminated by either party seven (7) days after written notice in the event of any breach of any provision of this agreement or in the event of substantial failure of performance by the other party, or if the client suspends the work for more than three (3) months. In the event of termination, geotechnical engineer will be paid for services performed prior to the date of termination plus reasonable termination expenses, including the cost of completing analyses, records and report necessary to document job status at the time of termination.

**RISK ALLOCATION/RELEASE/INDEMNIFICATION:** There are a variety of risks which potentially affect the Geotechnical Engineer by virtue of entering into an agreement to perform professional engineering services on the Client's behalf. One of these risks stems from the Geotechnical Engineer's potential for human error. In order for the Client to obtain the benefit of a fee which includes a lesser allowance for dealing with the Geotechnical Engineer's risks, the Client agrees to limit the Geotechnical Engineer's liability to the Client and to all other parties for claims arising out of the Geotechnical Engineer's performance of the services described in the agreement. The total aggregate liability of the Geotechnical Engineer will be limited to the insurance policy provided to the Client. The Client hereby releases Geotechnical Engineer for and from all claims, losses, liabilities, damages, actions, causes of action and remedies other than Client's remedy to claim and receive insurance proceeds as an additional insured under the insurance policy required by the provisions of this Agreement. Such release includes a waiver of all rights and benefits accorded by the provisions of California Civil Code Section 1542. The Client agrees to indemnify, defend and hold harmless Geotechnical Engineer, for all claims, losses, liabilities, damages, actions, causes of action and remedies arising from or in connection with Geotechnical Engineer's performance of its duties and obligations under this Agreement, including Geotechnical Engineer's acts or omissions, other than Client's remedy to claim and receive insurance proceeds as an additional insured under the insurance policy required by the provisions of this Agreement.

Limitations on liability, releases and indemnities in this agreement are business understandings between the parties and shall apply to all the different theories of recovery, including breach of contract or warranty, tort including negligence, strict or statutory liability, or any other cause of action, excepting only the sole negligence or willful misconduct of Geotechnical Engineer. The parties bound by the provisions of this Section include the Client and its officers, directors, owners, members, agents, employees, affiliates, subcontractors, successors and assigns. The parties benefited by the provisions of this Section include Geotechnical Engineer and its officers, directors, owners, members, agents, employees, affiliates, subcontractors, successors and assigns. The parties also agree that the Client shall not be entitled to seek or recover damages in excess of the above limitations indirectly through suits with other parties who may join the Geotechnical Engineer as a third party defendant.

Notwithstanding anything to the contrary contained in this Agreement, both Client and Geotechnical Engineer agree that neither party will be liable to the other, under any circumstances, for special, consequential, or punitive damages arising out of or related to this agreement or any acts or omissions of SEI.

**DISCOVERY OF UNANTICIPATED HAZARDOUS MATERIALS:** Client warrants that a reasonable effort to inform geotechnical engineer of known or suspected hazardous materials on or near the project site has been made. Hazardous materials may exist at a site where there is no reason to believe they could or should be present. Geotechnical engineer and client agree that the discovery of unanticipated hazardous materials constitutes a changed condition mandating a renegotiation of the scope of work or termination of services. Geotechnical engineer and client also agree that the discovery of unanticipated hazardous materials may make it necessary for geotechnical engineer to take immediate measures to protect health and safety. Client agrees to compensate geotechnical engineer for any equipment decontamination or other costs incident to the discovery of unanticipated hazardous waste.

The Geotechnical Engineer agrees to notify client when unanticipated hazardous materials or suspected hazardous materials are encountered. Client agrees to make any disclosures required by law to the appropriate governing agencies. Client also agrees to hold The Geotechnical engineer harmless for any and all consequences of disclosures made by The Geotechnical engineer which are required by governing law. In the event the project site is not owned by client, client recognizes that it is the client's responsibility to inform the property owner of the discovery of unanticipated hazardous materials or suspected hazardous materials.

Notwithstanding any other provision of the agreement, client waives any claim against geotechnical engineer, and to the maximum extent permitted by law, agrees to defend, indemnify, and hold geotechnical engineer harmless from any claim, liability, and/or defense costs for injury or loss arising from geotechnical engineer's discovery of unanticipated hazardous materials or suspected hazardous materials including any costs created by delay of the project and any cost associated with the possible reduction of the property's value. Client will be responsible of any samples secured by the geotechnical engineer which are found to be contaminated.

Client Initials \_\_\_\_\_

**CONTRACT: Engineering, Inspection Services & Misc. Materials Testing**  
**Project: O.A.H.S. Multi-Use Room Building (03-121912)**  
**610 Pinal Ave., Orcutt, CA 93455**

**SEI Proposal No. 22-247**  
**April 1, 2022**  
**Page 3**

**DISPUTES RESOLUTION:** All claims, disputes, and other matters in controversy between geotechnical engineer and client arising out of or in any way related to this agreement will be submitted to "alternative dispute resolution" (ADR) such as mediation and/or arbitration, before and as a condition precedent to other remedies provided by law. If and to the extent client and geotechnical engineer have agreed on methods for resolving such disputes, then such methods will be set forth in the "Alternative Dispute Resolution" which, if attached, is incorporated and made a part of this agreement.

If a dispute at law arises related to the services provided under this agreement and that dispute arises litigation instead of ADR as provided above, then:

- (1) the claim will be brought and tried in judicial jurisdiction of the court of the county where geotechnical engineer's principal place of business is located and client waives the right to remove the action to any other county or judicial jurisdiction, and
- (2) the prevailing party will be entitled to recovery of all reasonable costs incurred, including staff time, court costs, attorney's fees, and other related expenses.

**GOVERNING LAW AND SURVIVAL:** The law of the state of California will govern the validity of these terms, their interpretation and performance. If any of the provisions contained in this agreement are held illegal, invalid, or unenforceable, the enforceability of the remaining provisions will not be impaired. Limitations of liability and indemnities will survive termination of this agreement for cause.

**NO THIRD PARTY BENEFICIARIES:** Nothing herein is intended to convey any rights to individuals or entities that are not parties to this Agreement.

The parties have read the foregoing, understand completely the terms, and willingly enter into this agreement which will become effective on the date signed by the client below.

**Soils Engineering, Inc.**



Tony M. Frangie, Vice President

Date: 5/18/2022

**Orcutt Union School District**

By: \_\_\_\_\_ Date: \_\_\_\_\_

Dr. Holly Edds - Superintendent

(Please Print Name & Title Above)



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# 2022

# FEE SCHEDULE

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**Geotechnical Engineering • Geological Engineering • Environmental Engineering  
Surveying • Drilling Services • Materials Testing & Inspection**

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## Leadership Team

L. Thomas Bayne..... President  
Tony Frangie ..... Vice President  
On Man Lau..... Engineering Manger  
Robert Becker..... Environmental Manager  
Darren McCaffrey..... Chief Surveyor  
Jacob Guffey..... Field Manager  
Andrew Lucas..... Laboratory Manager



## INTRODUCTION

Since our inception in Bakersfield, California in 1966, Soils Engineering, Inc. has endeavored to provide our clients with the best in professional engineering consulting, materials testing, and drilling services for geotechnical and environmental exploration.

Listed herein are prices for engineering and testing services we most frequently perform.

Sampling and testing are conducted in accordance with the latest applicable specifications of the American Society for Testing and Materials, American Association of State Highway Officials, or other pertinent agencies.

### **Basis for charges for 2022**

Test prices shown are for laboratory work only and include reporting of routine results not calling for recommendation or conclusion. The standard turn-around time for all laboratory testing is five (5) working days. For all expedited laboratory testing requests, an additional rush fee of fifty percent (50%) will be added. All soil samples will be discarded after test completion, unless prior arrangements have been made.

Services and inspection(s) within a radius of fifty (50) miles will incur a two-hour minimum with a one-hour block thereafter. Services and inspection(s) outside of fifty (50) miles will incur a four-hour minimum with a two-hour block thereafter. Service commenced between the hours of 7:00am and 4:00pm will be performed at the standard rates presented herein. Any services initiated outside of these hours will be billed at the appropriate rate.

Services that are rendered more than eight-hours (and up to twelve) on any weekday and on Saturdays will be billed at time and a half. Services rendered more than twelve-hours on any weekday, on Holidays, on Sundays, or more than eight-hours on Saturdays will be charged at two-times the hourly rate.

Requests for copies of Geotechnical or Environmental Investigations previously completed and reported must be approved by the original client. Once approved by the client, the person requesting will be required to pay a one-time report charge of two-hundred dollars (\$200.00) prior to release of the report.

Miscellaneous expenses encountered in performance of services, such as printing and binding, permits, supplies not normally used to perform a specific job, etc. are billed at cost plus a twenty percent (20%) service charge. All heavy equipment rentals are based on a minimum charge of four hours, not including travel time.

Invoices are submitted at monthly intervals, or upon completion of the project, whichever is sooner. Engineering, project management and report preparation time will be added to invoices, as required. Payment for all work performed is due upon receipt of the invoice, unless otherwise agreed. A service charge of one and one-half percent (1.5%) per month will be added to overdue accounts thirty (30) days after the date of the original invoice.

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**PROFESSIONAL STAFF RATES**

Senior Registered Engineer / Licensed Land Surveyor or Principal .....	\$195.00/hr.
Registered Engineer or Geologist, REA II .....	\$195.00/hr.
Project Professional .....	\$150.00/hr.
Staff Engineer .....	\$120.00/hr.
Staff Geologist.....	\$120.00/hr.
Expert Testimony and Special Consultation (4hr Minimum).....	\$500.00/hr.
Project Administrator/Coordinator .....	\$85.00/hr.
Administrative Assistant/Clerical.....	\$75.00/hr.
Report Preparation/Clerical .....	\$45.00/per report

**TECHNICAL STAFF RATES**

Field, Laboratory, & Project Manager.....	\$100.00/hr.
Engineering Technician (Field or Laboratory) .....	\$80.00/hr.
Deputy Inspector (Requires Certified Testers or Inspectors, i.e., ICC, AWS, Caltrans, etc.) .....	\$90.00/hr.

**SURVEYING SERVICES**

Survey Crew (1-Person) .....	\$160.00/hr.
Survey Crew (2-Person) .....	\$200.00/hr.
Dig Alert USA Ticket Staking / Layout .....	\$105.00/hr.
Surveyor Office Research & Calculations.....	\$125.00/hr.
Computer Aided Drafting (CAD).....	\$125.00/hr.
Trimble Handheld GPS Device, & Digital Optical Level .....	\$105.00/day
Trimble R8 GPS, & Trimble S6 Total Station .....	\$260.00/day
Trimble Advanced 3D Scanner .....	\$800.00/day

**DRILLING SERVICES**

Drilling Services (CME 75 HT) two-man crew .....	\$320.00/hr.
Drilling Services (CME 45 HT) two-man crew .....	\$270.00/hr.

In adverse drilling conditions, the client will be responsible for replacing lost or broken equipment.



**PREVAILING WAGE RATES – SOUTHERN CALIFORNIA**

*This Fee Schedule was developed based on determination index SC-23-63-2-2020-2D, general prevailing wage journeyman. The billing rates are subject to revision at the time of issuance of a new Determination and subsequent Determinations or Predetermined Increases for the duration of the project. The rates in effect at the time of a Determination or Predetermination shall be increased proportionally with respect to any labor and benefits rate increases mandated by the California Department of Industrial Relations.*

Group 1 .....	\$115.00/hr.
<i>Field Soils &amp; Materials Tester, Field Asphaltic Concrete, Field Earthwork, Roof Inspector, Water Proofer</i>	
Group 2 .....	\$120.00/hr.
<i>AWS-CWI Inspector, Building/Construction Inspector, Licensed Grading Inspector, Reinforcing Steel, Reinforced Concrete, Pre/Post-Tension Concrete, Structural Steel &amp; Welding Inspector, Glue-Lam &amp; Truss Joints, Truss-Type Joint Construction, Shear Wall &amp; Floor System, Concrete Batch Plant, Spray-Applied Fireproofing, Structural Masonry</i>	
Group 3 .....	\$125.00/hr.
<i>Non-Destructive Testing (NDT)</i>	
Survey Crew (1-Person) .....	\$210.00/hr.
Survey Crew (2-Person) .....	\$420.00/hr.
Drilling Services (CME 75 HT) two-man crew .....	\$370.00/hr.
Drilling Services (CME 45 HT) two-man crew .....	\$345.00/hr.

**PREVAILING WAGE RATES – NORTHERN CALIFORNIA**

*This Fee Schedule was developed based on determination index NC-63-3-9-2020-2, general prevailing wage journeyman. The billing rates are subject to revision at the time of issuance of a new Determination and subsequent Determinations or Predetermined Increases for the duration of the project. The rates in effect at the time of a Determination or Predetermination shall be increased proportionally with respect to any labor and benefits rate increases mandated by the California Department of Industrial Relations.*

Group 1 .....	\$125.00/hr.
<i>DSA Masonry, DSA Shotcrete, Lead Inspector, NICET Level IV &amp; NDT Level II</i>	
Group 2 .....	\$115.00/hr.
<i>AWS-CWI, ICC Certified Structural Inspector, NICET Level III, Shear Wall/Floor System Inspector, Building/Construction Inspector</i>	
Group 3 .....	\$110.00/hr.
<i>Geotechnical Driller, Soils/Asphalt, Earthwork Grading, Excavation &amp; Backfill, NICET Level II</i>	
Group 4 .....	\$105.00/hr.
<i>ACI, Drillers Helper, ICC Fireproofing, NICET Level I, Proof-load Testing, Torque Testing, NACE, NDT Level I</i>	
Survey Crew (1-Person) .....	\$210.00/hr.
Survey Crew (2-Person) .....	\$420.00/hr.
Drilling Services (CME 75 HT) two-man crew .....	\$370.00/hr.
Drilling Services (CME 45 HT) two-man crew .....	\$345.00/hr.



**TRAVEL AND EXPENSES**

Travel Time Rates .....	Hourly Rates
Vehicle Mileage Rates.....	\$0.585/mile
Drill Rig Mileage Rates.....	\$2.50/mile
Per Diem Per Person.....	Cost plus 20%
Equipment Rental or Subcontracting Charges.....	Cost plus 20%

**SOIL TESTING OR INSPECTIONS**

**RELATIVE COMPACTION TESTS**

Nuclear Gauge Method - (ASTM D2922 Soil / ASTM D2950 Asphalt).....	\$10.00/test
Nuclear Gauge Method - (CTM-231 Soil / CTM-375 Asphalt).....	\$10.00/test
Sand Cone Method - (ASTM D1556) .....	\$10.00/test
Sand Calibration - (ASTM D1556) .....	\$100.00/test

**DENSITY & MOISTURE DETERMINATIONS**

Tube Density - (ASTM D2937).....	\$20.00/test
Native Soil Moisture - (ASTM D2216 / CTM-226).....	\$20.00/test
Maximum Density/Optimum Moisture (Proctor) (ASTM D1557 Method A or B) .....	\$170.00/test
Maximum Density/Optimum Moisture (Check Point) (ASTM D1557 Method A or B) .....	\$75.00/test
Maximum Density/Optimum Moisture (Proctor) (ASTM D1557 Method C) .....	\$220.00/test
Maximum Density/Optimum Moisture (Check Point) (ASTM D1557 Method C) .....	\$100.00/test
Maximum Density/Optimum Moisture w/ Rock Correction (ASTM D1557 & D4718) .....	\$350.00/test
California Impact (CTM-216) .....	\$250.00/test

**SOIL TESTS**

Sieve Analysis with # 200 Wash Test - (ASTM D422) .....	\$100.00/test
Hydrometer Method - (ASTM D422).....	\$200.00/test
# 200 Wash Test Only - (ASTM D422) .....	\$60.00/test
Plasticity Index - (ASTM D4318) .....	\$200.00/test
Expansion Index - (ASTM D4829) .....	\$150.00/test
Specific Gravity of Soils (Vacuum) (ASTM D854).....	\$200.00/test
Sand Equivalent (CTM-217) .....	\$100.00/test
Standard Resistance "R" Value (CTM-301).....	\$250.00/test
Aggregate Base Resistance "R" Value (CTM-301) .....	\$350.00/test
Dispersion Test (Pin Hole) (ASTM D4647).....	\$300.00/test
Permeability Coefficient (ASTM D2434) .....	\$150.00/test




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Percolation Rate (Field Test).....	By Quote
SO <sup>4</sup> /pH/CL/EC (Sulfate/pH/Chloride) .....	\$150.00/set
Thermal Conductivity of Soils and Soft Rock by Thermal Needle Probe (ASTM D5334) .....	\$250.00/test

**SOIL STRENGTH, SHEAR AND CONSOLIDATION TEST**

Consolidation (4-Points) (ASTM D2435) .....	\$150.00/test
Direct Shear (3-Point Curve) (ASTM D3080) .....	\$200.00/test
Unconfined Compression (ASTM D2166).....	\$200.00/test
Soil Strength Specimen Preparation & Testing (Cement / Lime) (Various Methods) .....	By Quote

**ASPHALT & AGGREGATE TESTING OR INSPECTIONS**

**ASPHALTIC CONCRETE TESTING**

HVEEM Method Max Density Compaction (CTM-304, Set of 3, Lab Mixed).....	\$300.00/set
HVEEM Method Max Density Compaction (CTM-304, Set of 3, Pre-Mixed) .....	\$200.00/set
Marshall Method Max Density Compaction (ASTM D1559, Set of 3, Lab Mixed).....	\$300.00/set
Marshall Method Max Density Compaction (ASTM D1559, Set of 3, Pre-Mixed) .....	\$200.00/set
Theoretical Maximum Specific Gravity/Density (RICE) (CTM-309) .....	\$175.00/test
Bitumen Content by Ignition Oven (CTM-382).....	\$200.00/test
Mix Design Ignition Oven Correction Factor Determination @ 538°C or 482°C(CTM-382) .....	\$720.00/ea.
Moisture Content of Bituminous Mixtures (CTM-370) .....	\$50.00/test
Reclaimed Asphalt Paving (RAP) Oil Content (CTM-LP9) .....	\$200.00/test
Reclaimed Asphalt Paving (RAP) Moisture Content (CTM-LP9).....	\$30.00/test
Bulk Specific Gravity and Density of Asphalt Cores (CTM-308) .....	\$20.00/ea.
Test Preparation of Drilled Asphalt Cores (Saw Cuts for Layer Separation).....	\$10.00/ea.
Stabilometer “S” Value of Bituminous Mixtures (CTM-366 Set of 3 + Compaction) .....	\$200.00/set

**AGGREGATE TESTING**

Combined Aggregate Gradation (CTM-202) (ASTM C117 & C136) .....	\$200.00/test
Split Coarse Aggregate Gradation (CTM-202) (ASTM C117 & C136) .....	\$100.00/split
Sand Equivalent (CTM-217) .....	\$100.00/test
Percentage Crushed Particles (CTM-205).....	\$150.00/test
Specific Gravity of Coarse Aggregate (CTM-206) (ASTM D127).....	\$100.00/test
Specific Gravity of Fine Aggregate (CTM-207) (ASTM D128).....	\$150.00/test
Durability Index (DI) (Coarse) (CTM-229) .....	\$220.00/test
Durability Index (DI) (Fine) (CTM-229) .....	\$220.00/test
Cleanness Value (CV) (CTM-227).....	\$210.00/test
Abrasion by use of LA Rattler Machine (CTM-211) .....	\$350.00/test
Organic Impurities (ASTM C40) .....	\$100.00/test

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**CONCRETE / MASONRY TESTING OR INSPECTIONS**

**CONCRETE TESTING**

Compressive Strength of Concrete Cylinders (ASTM C39 / CTM-521) (Set of 4) .....	\$100.00/set
Compressive Strength of Concrete Cylinders (ASTM C39 / CTM-521) (Individual >4) .....	\$25.00/ea.
Flexural Test of Concrete Beams (ASTM C78) .....	\$150.00/ea.
Compressive Strength of Drilled Concrete Cores (ASTM C42) .....	\$50.00/ea.
Test Preparation of Drilled Cores or Cast Cylinders (Saw Cuts) .....	\$10.00/ea.
Compressive Strength of Lightweight Insulating Concrete Cylinders (ASTM C495) .....	\$50.00/ea.
Unit Weight of Structural Lightweight Concrete (ASTM C567) .....	\$100.00/test
Air Content of Freshly Mixed Concrete (ASTM C231) .....	\$100.00/test
Concrete Moisture/Alkali Test Kit (ASTM F1869) .....	\$75.00/test
Concrete Relative Humidity Probe (ASTM F2170) .....	\$75.00/test

**MASONRY TESTING**

Compressive Strength of Grout (ASTM C942) (Set of 3) .....	\$100.00/set
Compressive Strength of Mortar (ASTM C109) (Set of 3) .....	\$100.00/set
Compressive Strength of Drilled Masonry Cores (ASTM C42) .....	\$50.00/ea.
Masonry Core Shear Test .....	\$50.00/test
Compressive Strength of Grouted Masonry Prism (ASTM C1314) .....	\$450.00/set
Test Preparation of Grouted Masonry Prism (Saw Cutting) .....	By Quote
Compressive Strength of Concrete Masonry Unit (CMU) (3 Required) (ASTM C140) .....	\$300.00/set
Moisture, Absorption & Unit Weight of CMU (3 Required) (ASTM C140) .....	\$150.00/set
Shrinkage of CMU (3 Required) (ASTM C426) .....	\$450.00/set

**STRUCTURAL TESTING OR INSPECTIONS**

**REINFORCING STEEL**

Tensile Strength & Bend Test # 3 through # 8 (ASTM A615/A706) .....	\$100.00/test
Tensile Strength & Bend Test # 9 through # 11 (ASTM A615/A706) .....	\$200.00/test
Tensile Strength # 14 or #18 (ASTM A615/A706) .....	By Quote
Bend Test # 14 or #18 (ASTM A615/A706) .....	By Quote

**WELDING INSPECTION**

Visual Field or Shop Welding Inspection .....	\$85.00/hr.
Ultrasonic Field or Shop Testing .....	\$120.00/hr.



**STRUCTURAL STEEL**

Spray Applied Fireproofing Inspection .....	\$85.00/hr.
Spray Applied Fireproofing Density Tests .....	\$100.00/test
Spray Applied Fireproofing Adhesion Tests .....	\$50.00/test
Tensile Strength (ASTM A36) .....	By Quote
Bend Test (ASTM A36) .....	By Quote
Sample Preparation.....	By Quote

**STRUCTURAL BUILDING (Shear Wall / Roofing)**

Shear Panel Inspection.....	\$100.00/hr.
Roof Installation Inspection.....	By Quote
Glu-Lam Inspection.....	By Quote
Cut Analysis of Built-Up Roofs .....	\$200.00/ea.
Roof Tile Strength Test - Clay or Concrete (5 Required).....	\$100.00/test
Roof Tile Absorption Test - Clay or Concrete (5 Required) .....	\$60.00/test

**STRUCTURAL BOLTING**

Structural Bolts - Bolt/Nut/Washer (Proof Load, Tensile, Hardness) .....	\$600.00/set of 3
Structural Anchor Bolts - Bolt/Nut/Washer (Proof Load, Tensile, Hardness) .....	By Quote

**BRINELL HARDNESS**

Standard Indenter for Steel or Cast Iron (F Pins) (ASTM E10) .....	\$50.00/ea.
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**EQUIPMENT & MATERIALS**

**MISCELLANEOUS EQUIPMENT**

Service Truck / Flat Bed Truck (Mileage Charged Separately) .....	\$150.00/day
Concrete/Asphalt/Masonry Coring Rig .....	\$200.00/day
Hydraulic Pull Test Equipment (Up to 24 Tons).....	\$100.00/day
Hydraulic Pull Test Equipment (25 Tons to 50 Tons).....	\$200.00/day
“S” Beam Load Cell (0.5 Tons to 5 Tons).....	\$100.00/day
Auto-Read Floor Profiler (Floor Flatness Dipstick).....	\$400.00/day
Pachometer - Rebar Locator .....	\$100.00/day
Schmidt Hammer.....	\$100.00/day
Ultrasonic Testing Equipment .....	\$150.00/day
Skidmore-Wilhelm Device (Model MZ).....	\$250.00/day
Skidmore-Wilhelm Device (Model H) .....	\$300.00/day
Calibrated Torque Wrench (Large) .....	\$75.00/day
Calibrated Torque Wrench (Small) .....	\$25.00/day
Steam Cleaning Unit.....	\$200.00/day
Generator .....	\$100.00/day



## 2022 FEE SCHEDULE

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Roto Hammer / Demo Hammer.....	\$25.00/day
Submersible Pump.....	\$150.00/day
Water Level Meter.....	\$50.00/day
Water Quality Test Meter.....	\$50.00/day
Paint Thickness Meter.....	\$75.00/day

### **GEOPHYSICAL TESTING & EQUIPMENT**

Ground Penetrating Radar (GPR) - Noggin 100.....	\$500.00/site/day
Utiliguard Locating System (Ditchwitch).....	\$200.00/site/day
Nimbus Seismograph.....	\$500.00/test
Resistivity Meter (A-Spacings).....	\$300.00/test
Ground Rod Resistivity Meter.....	\$100.00/day
Downhole Geophones.....	By Quote
Magnetometer.....	By Quote
Neutron Moisture Gauge.....	By Quote

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## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Sandra Knight  
Assistant Superintendent, Business Services

**BOARD MEETING DATE:** June 8, 2022

**BOARD AGENDA ITEM:** Cooperative Purchasing Agreement for Playground Equipment at Olga Reed Elementary

**BACKGROUND:** Public Contract Code provides authority for the governing board of any school district, without advertising for bids, if the board has determined it to be in the best interests of the district, to authorize by contract, lease, requisition, or purchase order, any public corporation or agency, including any county, city town, or district, to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner in which the public corporation or agency is authorized by law to make the leases or purchases. This practice is commonly called “piggybacking.” A school district may make purchases on contracts awarded by another district only if the school district’s needs are included in the original competitive bidding process.

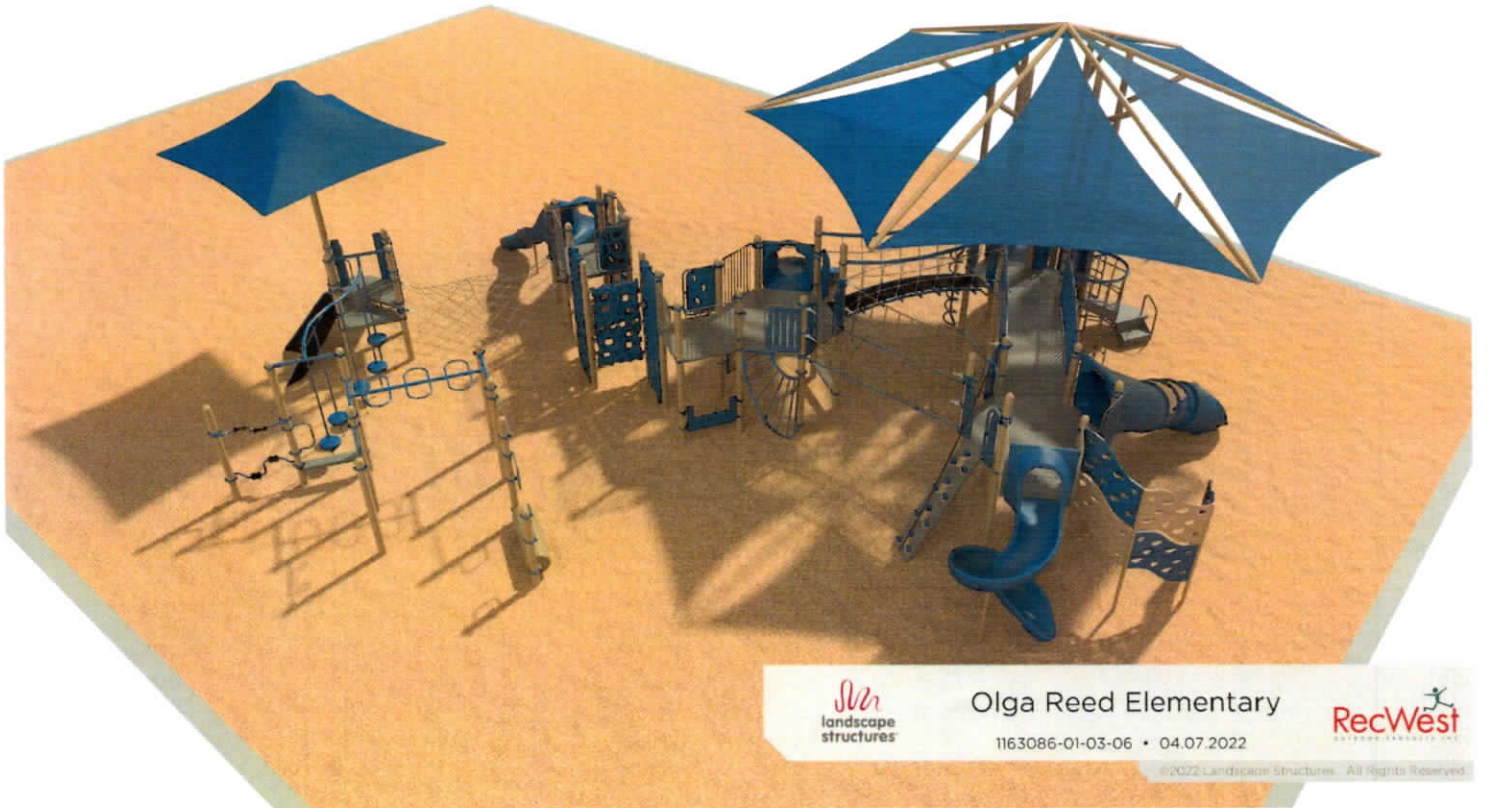
The Santa Barbara County Education Office under Code PCC 20118 recognizes California Multiple Award Schedules (CMAS) as an agency that provides districts with local vendors that have satisfied the Cooperative Purchasing Agreement Requirements.

**RECOMMENDATION:** It is recommended that purchase of Playground Equipment at Olga Reed Elementary School be awarded to Landscape Structures in the amount of \$196,451.38 under the terms and conditions of Contract Number 4-10-78-0057A awarded by CMAS pursuant to the provisions of Public Contract Code Section 20118. The governing board finds and determines that it is in the best interest of the district to purchase Playground Equipment for Olga Reed Elementary through CMAS.

**FUNDING:** District Fund (14) Deferred Maintenance.







slr  
landscape  
structures

Olga Reed Elementary

1163086-01-03-06 • 04.07.2022

RecWest  
RECREATION CONSULTANTS

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## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Sandra Knight  
Assistant Superintendent, Business Services

**BOARD MEETING DATE:** June 8, 2022

**BOARD AGENDA ITEM:** Asphalt Repair and Replacement Project at the District Office Parking Complex

**BACKGROUND:** As required by the Uniform Public Construction Cost Accounting Act (CUPCCAA) inviting informal bids for repairs, maintenance, or construction services \$60,000 to \$200,000, shall be awarded pursuant to the “informal bidding” procedures of the Public Contract Code 22000 Et. Seq., bids were requested for Asphalt Repair and Replacement for the District Office Parking Complex.

On May 31, 2022 6 (six) bids were received. The responsive bidders are as follows:

<b>Company</b>	<b>Total Bid</b>
Ramsey Asphalt	\$132, 388
Apodaca Paving	\$135,000
Toste Construction	\$136,075
Central Valley Asphalt	\$148,450
The J.F. Will Company, Inc.	\$148,629
R. Burke Corporation	\$279,000

**RECOMMENDATION:** It is recommended that the Board of Trustees award the bid for the Asphalt Repair and Replacement at the District Office complex to Ramsey Asphalt for \$132,388, as they are the lowest, responsive, responsible bidder.

**FUNDING:** Fiscal impact on the District Fund (14) Deferred Maintenance Fund as described above.





**RAMSEY ASPHALT**  
CONSTRUCTION

**Proposal**  
**21025**

**Customer**  
Orcutt Union School District  
501 Dyer St.  
Orcutt, CA 93455  
Ph. 938-8977  
Bcupp@orcutt-schools.net

**Company Rep.**  
Joe

**Payment Terms**  
Due Upon Completion

**Date**  
4/20/2022

**Project**  
500 Dyer St. District office 2022

DESCRIPTION	QTY	UNIT	COST	TOTAL
We will complete job as follows:				
<b>White Section:</b> Remove & Replace deteriorated asphalt. Existing asphalt is to be removed. Subgrade is to be compacted to 95% density. 3.75" of hot asphalt will be installed & roller compacted for a final thickness of 3.0"	31,790	Sq.Ft	3.78572	120,348.00
<b>Red Section:</b> approximately 1,990 Sq.Ft. of existing landscape at 4" Install 4" Class 2 road base.				
<b>Blue section:</b> Install New 24" DI Box with approximate 25 Ln.Ft. with traffic rated of 2" Pipe Grate Cover. Pave 3" Asphalt at 31,790 Sq.Ft.				
<b>Black Section:</b> Install Approximately 310 Ln.Ft. of New Asphalt berm Stripe per existing.				
<b>Green Section:</b> Add Approximately 25 Sq.Ft. of R&R at 3". Add approximately 175 Ln.Ft. of new Asphalt berm	1	LS	6,990.00	6,990.00
<b>Payment and Performance Bond</b>	1	L.S.	5,000.00	5,000.00
Preserve, Protect & beautify is what we do best. Ramsey Asphalt Construction provides all customers with a 3 YEAR WARRANTY on all work. This warranty does not include oil spots, cracks or structurally damaged areas. As for paving projects warranty is void if any other company does any kind of work or repairs to new paving other than RACC. RAMSEY ASPHALT IS TO BE NOT HELD RESPONSIBLE FOR WATER PIPES, ELECTRICAL LINE, GAS LINES OR ANY BURIED UTILITY THAT IS NOT INSTALLED PER CODE A MINIMUM 18" IN DEPTH.  We hereby propose to furnish labor & materials to complete in accordance with the above specifications.				

**The Paving & Maintenance Specialist.**

**TOTAL \$132,338.00**

We are not responsible for acts of nature, weather, sprinklers, or damage caused by animals, people, or vehicles before, during or after the project. Permits are to be handled by the owner or prime contractor. All invoices are due upon receipt or will be assessed a finance charge of 1.5% per month. This agreement may be amended or modified only by an instrument in writing, stating the amendment or modification, executed by the parties hereto. All Work in excess of the work described herein shall be subject to a written and executed change order and will be billed in addition to the figures noted herein. This agreement shall be governed by and construed in accordance with the laws of the state of California. In the event that it is necessary to institute any action to enforce any right granted herein or to redress any alleged breach hereof, then the exclusive venue for such action shall be the Superior Court for the County of Santa Barbara, Santa Maria Branch.

If any action or proceeding is brought for the enforcement of this Agreement, or for a declaration of rights and duties hereunder, or because of an alleged dispute, breach, default, or misrepresentation in connection with any provision of this agreement, the successful or prevailing Party shall be entitled to recover actual attorneys' fees and other costs incurred in connection with that action or proceeding, in addition to any other relief to which the Party may be entitled. Work delays or damages caused by property owners, tenants, property managers, property employees, or other third parties may cause the total cost stated in this agreement to increase ("Additional Fees") due to any number of factors including, but not limited to, the need for additional trips, additional work, or increased cost of material. Customer agrees to pay these additional fees as they arise upon presentation of invoice.

**Contractor's Signature**

**Date**

**Customer's Signature**

**Date of Acceptance**

4/20/2022

6/1/22

**Print Signer's Name**

**Ramsey Asphalt**  
P.O. Box 8115  
Santa Maria, CA 93456

805.928.9583  
FAX: 805.435.3748  
Lic# 881030 A/C12/C32

ramseyasphalt.com

*This proposal is good for*  
**30 DAYS**  
*Asphalt Mfg's prices subject to monthly price increases*



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Sandra Knight  
Assistant Superintendent, Business Services

**BOARD MEETING DATE:** June 8, 2022

**BOARD AGENDA ITEM:** New Shade Structures at Alice Shaw, Patterson Road, Joe Nightingale and Olga Reed Elementary.

**BACKGROUND:** The New Shade Structures at Alice Shaw, Patterson Road, Joe Nightingale and Olga Reed Elementary will assist in the outdoor learning environment, reducing viral transmission of Covid-19 and also providing covered eating areas.

The shade project will take place during the summer. The work will be completed by USA Shade Inc. in the amount of \$189,635.12. Proposal attached.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the Shade Structure Project at Alice Shaw, Patterson Road, Joe Nightingale and Olga Reed, in the amount of \$189,635.12 as submitted.

**FUNDING:** Covid-19 Relief Fund.



# Orcutt USD Shade Project

1/7/2022

Proposal Prepared For:  
**Orcutt Unified School District**  
500 Dyer Street  
Orcutt , CA 93455

AZ: 289388 CA: 989458 LA: 61718 NV: 78724  
NM: 383826 TN: 68712 DIR: 1000003533



Date: 1/7/2022

## Proposal for USA SHADE & Fabric Structures

Project Information:				Sales Information:	
Purchaser:	Orcutt Unified School District	Contact:	Brad Gitchell	Sales Rep:	Kathy Rainey
Project Name:	Orcutt USD Shade Project	Phone:	(805) 938-8971	Phone:	(559) 974-1353
Quote No:	KLR111721-Orcutt	Email:	<a href="mailto:bgitchell@orcutt-schools.net">bgitchell@orcutt-schools.net</a>	Email:	<a href="mailto:kathy.rainey@usa-shade.com">kathy.rainey@usa-shade.com</a>
PO No:		Fax:		Fax:	

Billing Information:		Shipping Information:		Jobsite Information:	
Orcutt Unified School District		SOUTHERN CALIFORNIA		Multiple School Sites	
500 Dyer Street		1085 N. Main Street, Suite C			
Orcutt		Orange			
CA		CA			
93455		92867			
Contact:	Brad Gitchell	Contact:		Contact:	
Phone	(805) 938-8971	Phone		Phone	(805) 938-8900
Email:	<a href="mailto:bgitchell@orcutt-schools.net">bgitchell@orcutt-schools.net</a>	Email:		Email:	
Fax:		Fax:		Fax:	

**CORPORATE ADDRESS:**

2580 Esters Blvd., Suite 100  
DFW Airport, TX 75261

**MAILING ADDRESS:**

P.O. Box 3467  
Coppel, TX 75019

**REMITTANCE ADDRESS:**

P.O. Box 734158  
Dallas, TX 75373-4158

**SOUTHERN CALIFORNIA:**

1085 N. Main Street, Suite C  
Orange, CA 92867

**NORTHERN CALIFORNIA:**

927 Enterprise Way, Suite A  
Napa, CA 94558

**ARIZONA:**

2452 W. Birchwood Ave, Suite 112  
Mesa, AZ 85202

**LAS VEGAS:**

6225 S. Valley View Blvd., Suite I  
Las Vegas, NV 89118

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[www.usa-shade.com](http://www.usa-shade.com)      800-966-5005

AZ: 289388 CA: 989458 LA: 61718 NV: 78724 NV:78724 NM: 383826 TN: 68712 DIR: 1000003533





### Structure Pricing

Structure 1				
UNIT IMAGE	UNIT DETAILS			
	Unit Quantity:	4	Foundations By	USA Shade
	Unit Type:	Joined HIP	Grout Installation	USA Shade
	Structure Size:	25' x 60'	Footing Type:	Drilled Pier
	USA Shade Model Number	DSA401J303012-19	Base Attachment:	PIH - Embed
	Entry Height:	12'	Anchor Bolts:	N/A
	No of Columns:	6	Concrete Cutting:	Not Included
	No of Fabric Tops:	2	Dirt Removal:	Included
	Fabric Type:	Colourshade_FR	Surface Type:	Dirt
	Fabric Color:	TBD	NOTES	
	Steel Finish:	Powder Coated	<b>Priced for single mobilization</b>	
Steel Color:	TBD			
Electrical Provisions:				
Cable/HDW Finish:				
PRICE	Concept No:			
<b>\$189,635.12</b>				

Option 2				
UNIT IMAGE	UNIT DETAILS			
	Unit Quantity:	3	Foundations By	USA Shade
	Unit Type:	Joined HIP	Grout Installation	USA Shade
	Structure Size:	25' x 60'	Footing Type:	Drilled Pier
	USA Shade Model Number	DSA401J303012-19	Base Attachment:	PIH - Embed
	Entry Height:	12'	Anchor Bolts:	N/A
	No of Columns:	6	Concrete Cutting:	Not Included
	No of Fabric Tops:	2	Dirt Removal:	Included
	Fabric Type:	Colourshade_FR	Surface Type:	Dirt
	Fabric Color:	TBD	NOTES	
	Steel Finish:	Powder Coated	<b>Price based on 3 units - 1 mobilization</b>	
Steel Color:	TBD			
Electrical Provisions:	N/A			
Cable/HDW Finish:	Galvanized			
PRICE	Concept No:			
<b>\$144,429.55</b>				



## Structure Pricing

# USASHADE & Fabric Structures.

ACCESS/MISC			
QTY	ITEM	DETAILS	COST
<b>TOTAL FOR ACCESS/MISC ITEMS:</b>			<b>\$0.00</b>

PRICING TOTALS:	
Unit Total:	Included
Accessories/Miscellaneous:	Included
Shipping/Handling:	Included
SUBTOTAL	
Sales Tax ( %):	Included
Engineering:	Included
Installation:	Included
TOTAL PRICE	
	See Price options

PAYMENT TERMS:	
(1) Upon execution of the Agreement (Deposit)	PO
(2) Upon delivery of Unit(s)	
(3) Upon completion of assembly/Installation	100%
(4) Other (specify):	
NOTES:	

**USA SHADE reserves the right to implement a surcharge for significant increases in raw materials, including the following, but not limited to: fuel, steel, fabric, and concrete. Proposal pricing is only valid for 30 days due to the fluctuation in pricing. Due to recent significant increases experienced in raw steel and fabric materials, it may be necessary to order, invoice, and receive payments for steel and fabric as soon as final sizing can be determined.**

ENGINEERING REQUIREMENTS			NOTES
Building Code	DSA		
Wind Load	115		
Snow Load	5		
Drawing Size	PC Approved		
No. of Sealed Drawings			
Calculations Required			

INCLUSIONS / EXCLUSIONS					
INCLUDED	EXCLUDED	ENGINEERING REQUIREMENTS	INCLUDED	EXCLUDED	INSTALLATION - MISCELLANEOUS
X		Sealed Drawings & Calculations	X		Prevailing Wage / Certified Payroll
	X	Permit Submittal		X	Union Wages
	X	Permit Fee	X		Fencing
	X	DSA Submittal & Fees		X	Curb Repair
X		Design and Engineering of Structure		X	Landscape Repair
X		Design and Engineering of Foundation		X	Demolition (Existing Structures)
	X	Reactions and Loads for attachment to Walls, Rooftops, or Other		X	Payment and Performance Bonds
	X	Foundation Location and Elevation Survey		X	Special Inspection Fees



## Construction Assumptions

- 1) The designated area for our structures will be accessible by drive-up for unloading of our trucks and equipment, including personnel man-lifts, forklifts, etc. Should a crane be required and direct access not available, additional costs for such will be submitted by a Change Order.
- 2) Our pricing is based on the ability to perform all of our work with clear, sequential, and continuous access without interruption during normal daytime working hours. We have assumed one mobilization for the installation of foundations, steel and fabric; if additional mobilizations are required, there will be an additional charge. We will require exclusive access to the area for our work during the construction process.
- 3) Our pricing does not include daily site delays accessing the work areas. USA SHADE will submit a Change Order for any delays caused by other trades which interfere or cause us to stop working.
- 4) Pricing assumes secure storage and adequate lay down area for our tools, equipment, and materials, within close proximity to the installation site will be provided, free of charge.
- 5) Our price assumes others to provide 110-volt electrical service and necessary potable water available within 100 feet of our work.
- 6) We will require site sanitary facilities and refuse containers by others within 200 feet of our work.
- 7) USA SHADE will leave its work and materials in a clean condition at the conclusion of our work.
- 8) Barricades and public security requirements are not included.
- 9) Unless specifically included in this proposal, this agreement does not include, and Company will not provide, services, labor, or materials for any of the following work: (a) removal and disposal of any materials containing asbestos or any hazardous materials as defined by the EPA; (b) moving Owner's property around the installation site; (c) repair or replacement of any Purchaser or Owner-supplied materials; or (d) repair of damage to existing surfaces that may occur when construction equipment and vehicles are being used in the normal course of construction.
- 10) Pricing for foundation design is based on drilled pier footings. In the event the geotechnical report requires an alternate configuration, any additional costs incurred will be submitted to the client by a Change Order.
- 11) Digging of our foundations will not be constrained by any existing concrete or utilities. USA SHADE will not be responsible for moving or repairing any underground utility lines such as electrical, telephone, gas, water, or sprinkler lines that may be encountered during installation.
- 12) Any additional costs incurred as a result of hard rock conditions requiring extra equipment, utility removal or repair, resulting in delay, will result in additional charges unless they are detailed on as-built site drawings provided to USA SHADE or marked on the ground and communicated to USA SHADE in writing prior to installation.

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## GENERAL TERMS & CONDITIONS AND WARRANTY

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- 1) **Proposal:** The above proposal is valid for 30 days from the date first set forth above. After 30 days, we reserve the right to increase prices due to the rise in cost of raw materials, fuel, or other cost increases. When applicable, USA SHADE & Fabric Structures reserves the right to implement a surcharge for significant increases in raw materials, including, but not limited to; fuel, steel, and concrete. Due to the duration of time between proposals, contracts, and final installation, USA SHADE & Fabric Structures reserves the right to implement this surcharge, when applicable.
- 2) **Purchase:** By executing this proposal, or submitting a purchase order pursuant to this proposal (which shall incorporate the terms of this agreement specifically by reference) which is accepted by USA SHADE & Fabric Structures (the "Company"), the purchaser identified above ("you" or the "Purchaser") agrees to purchase Shade Structures brand shade structures ("Structures") and the services to be provided by the Company, as detailed in the "Structure Pricing" and "General Scope of Work" sections of this agreement, above, or in the relevant purchase order accepted by the Company, for use by Purchaser or for installation by Company or Purchaser on behalf of a third-party who will be the ultimate owner of the Structures (the ultimate owner of a Structure, whether Purchaser or a third-party, being the "Owner").
- 3) **Short Ship Claims:** Purchaser has 15 days from receipt of the structures to file a short ship report in writing to its sales representative. Company will not honor claims made after this time.



# USASHADE & Fabric Structures.

- 4) **Standard Exclusions:** Unless specifically included under the "General Scope of Work" section above, this agreement does not include, and Company will not provide, services, labor, or materials for any of the following work: (a) removal and disposal of any materials containing asbestos or any hazardous materials as defined by the EPA; (b) moving Owner's property around the installation site; (c) repair or replacement of any Purchaser or Owner-supplied materials; (d) repair of concealed underground utilities not located on prints supplied to Company by Owner during the bidding process, or physically staked out by Owner, and which are damaged during construction; or (e) repair of damage to existing surfaces that may occur when construction equipment and vehicles are being used in the normal course of construction.
- 5) **Bonding Guidelines:** If Purchaser will use or provide the Structures and Services for an Owner other than Purchaser (including, without limitation, as a subcontractor of Purchaser), Purchaser will include the following statement in Purchaser's contract with Owner:
- "The manufacturer's warranty for the Shade Structures brand shade structures is a separate document between USA SHADE & Fabric Structures and the ultimate owner of the Shade Structures brand shade structures, which will be provided to the ultimate owner at the time of completion of the installation and other services to be provided by USA SHADE & Fabric Structures. Due to surety requirements, any performance and/or payment bond will cover only the first year of the USA SHADE & Fabric Structures warranty."
- 6) **Insurance Requirements:** Company is not required to provide any Insurance coverage in excess of Company's standard insurance. A copy of the Company's standard insurance is available for your review prior to acceptance of the Company's proposal.
- 7) **Payment:** Terms of payment are defined in the "Pricing Details" section and are specific to this contract. For purposes of this agreement, "Completion" is defined as being the point at which the Structure is suitable for its intended use, the issue of occupancy consent, or a final building department approval is issued, whichever occurs first. In any event where Completion cannot be effected due to delays or postponements caused by the Purchaser or Owner, final payment (less 10% retainage) is due within 30 days of the date when Completion was scheduled, had the delay not occurred. All payments must be made to Shade Structures, Inc., P.O. Box 734158, Dallas, TX 75373-4158. If the Purchaser or Owner fails or delays in making any scheduled milestone payments, the Company may suspend the fulfillment of its obligations hereunder until such payments are made, or Company may be relieved of its obligations hereunder if payment is more than 60 days past due. Company may use all remedies available to it under current laws including, but not limited to, filing of liens against the property and using a collection agency or the courts to secure the collection of the outstanding debt.
- 8) **Lien Releases:** Upon request by Owner, Company will issue appropriate partial lien releases as corresponding payments are received from Purchaser, but prior to receiving final payment from Purchaser or Owner. Company will provide a full release of liens upon receipt of final payment. In accordance with state laws, Company reserves the right to place a lien on the property if final payment has not been received 10 days prior to the filing deadline for liens.
- 9) **Site Plan Approval, Permit/s, Permit Fees, Plans, Engineering Drawings, and Surveying:** Site plan approval, permits, permit fees, plans, engineering drawings, and surveying are specifically excluded from this agreement and the Services unless specified under the "General Scope of Work". The Company does not in any way warrant or represent that a permit or site plan approval for construction will be obtained. Sealed engineered drawings that are required but not included in the "General Scope of Work" will result in an additional cost to Purchaser.
- 10) **Manufacturing & Delivery:** Manufacturing lead-time from Company's receipt of the "Notice To Proceed" is approximately 6 to 8 weeks for standard structures, and 8 to 12 weeks for custom structures. Delivery is approximately 1 week thereafter. Delivery of structures may be prior to or at start of assembly. Please note that these timelines do not include approval or permitting timeframes.
- 11) **Returned Product, Deposits, and/or Cancelled Order:** Within the first 45 days after shipment from our facility, all returned product(s) and cancelled orders are subject to a 50% restocking fee. No returns are available following this 45 day period. All deposits are non-refundable. All expenses incurred (engineering, site surveys, shipping, handling, etc.) are the responsibility of the Purchaser, up to notice of cancellation.



- 12) **Concealed Conditions:** "Concealed conditions" include, without limitation, water, gas, sprinkler, electrical and sewage lines, post tension cables, and steel rebar. This agreement is based solely on observations the Company was able to make either by visual inspection or by drawings and/or plans submitted by Owner at the time this agreement was bid. If additional Concealed Conditions are discovered once work has commenced, which were not visible at the time this proposal was bid, Company will stop work and indicate these unforeseen Concealed Conditions to Purchaser or Owner so that Purchaser and Company can execute a Change Order for any additional work. In any event, any damage caused by or to unforeseen Concealed Conditions is the sole responsibility of the Purchaser and Company shall not be held liable for any such damage. Soil conditions are assumed to be soil that does not contain any water, hard rock (such as limestone, caliche, etc.), rocks larger than 4 inches in diameter, or any other condition that will require additional labor, equipment and/or materials not specified by the Purchaser or Owner in the bidding process. Any condition requiring additional labor, equipment, and/or materials to complete the drilling or concrete operations will require a Change Order before Company will complete the process. Price quotes are based on a drilled pier footing. Any variation will incur additional charges (i.e. spread footings, concrete mat, sand, water, landfill, etc.). Costs for footing and installation do not include any allowance for extending below frost lines (the additional costs for which vary by geographical region).
- 13) **Changes in the Work:** During the course of this project, Purchaser may order changes in the work (both additions and deletions). Additionally, an approving agency may require changes in the work from the original design or engineering quoted and provided by the Company (both additions and deletions.) The cost of these changes will be determined by the Company, and a Change Order form must be completed and signed by both the Purchaser and the Company, which will detail the "General Scope of the Change Order". Should any Change Order be essential to the completion of the project, and the Purchaser refuses to authorize such Change Order, then Company will be deemed to have performed its part of the project, and the project and services will be terminated. Upon such termination, Company will submit a final billing to Purchaser for payment, less a labor allowance for work not performed but including additional charges incurred due to the stoppage. No credit will be allowed for materials sold and supplied, which will remain the property of the Purchaser.
- 14) **Indemnification:** To the fullest extent permitted by law, Purchaser shall indemnify, defend, and hold harmless the Company and its consultants, agents, and employees or any of them from and against claims, damages, losses and expenses, including, but not limited to, attorneys' fees related to the installation of the Structure or performance of the services, provided that such claim, damage, loss, or expense is attributable to bodily injury to, sickness, disease, or death of a person, or to injury to or destruction of tangible property, but only to the extent caused by the negligent acts or omissions of the Purchaser or its agents, employees, or subcontractors, or anyone directly or indirectly employed by them or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss, or expense is caused in part by a party indemnified hereunder. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity that would otherwise exist as to a party or person described in Section 15.
- 15) **Statement of Limited Warranty:**
- The structural integrity of all supplied steel is warranted for ten years.
  - If assembly is provided by the Company, workmanship of the structure is covered for one year, including labor for the removal of any failed part, disassembly (if necessary), cost of shipping, and reassembly.
  - All steel surface finishes are warranted for one year.
  - Shadesure™, Colourshade® FR, eXtreme 32™, Commercial 95™, SaFRshade™, and Monotec 370™ fabrics all carry a ten year limited manufacturer's warranty against failure from significant fading, deterioration, breakdown, outdoor heat, cold, or discoloration. Should the fabric need to be replaced under the warranty, the Company will manufacture and ship a new replacement fabric at no charge for the first six years, thereafter pro-rated at 20% per year over the remaining four years. The following are exceptions to the preceding warranty terms:
    - o Shadesure™ fabrics in Red, Yellow, Atomic Orange, Electric Purple, Zesty Lime, Cinnamon, Olive, and Mulberry carry a five year pro-rated
    - o Fabric tops attached to Coolbrella™ structures carry a three year warranty;
    - o Individual fabric tops measuring greater than 40' in length are covered by a non-prorated five year warranty;
    - o Preconstraint 502™ waterproof membrane is subject to an eight year pro-rated warranty.
  - Sewing thread is warranted for ten years.

# USASHADE

& Fabric Structures.

## General Limited Warranty Terms and Conditions

- These limited warranties are effective from the date of sale, or, if assembly is provided by the Company, upon receipt by Company from Purchaser of a completed and signed "Customer Checklist and Sign-off" form.
- In its sole discretion, the Company will repair and or/replace defective structures, products or workmanship, or refund that portion of the price related to the defective product, labor, or service rendered.
- The Company reserves the right, in cases where certain fabric colors have been discontinued, to offer the Purchaser or Owner a choice of available alternative colors to replace the warranted fabric. The Company does not guarantee that any particular color will be available for any period of time, and reserves the right to discontinue any color for any reason, without recourse by the Purchaser or Owner of the discontinued fabric color.
- Should the Purchaser or Owner sell the structures to another party, the warranty cannot be transferred to the new owner without a complete and thorough on-site inspection performed by a Company representative. Please contact the Company at [warranty@usa-shade.com](mailto:warranty@usa-shade.com) for more details.
- All warranty claims covering Company supplied structures, products, and services must be submitted by Purchaser or Owner in writing to the Company within thirty days from the date of discovery of the alleged defect and must include a detailed description and applicable photographs of the alleged defect or problem. Warranty claims should be submitted by email to [warranty@usa-shade.com](mailto:warranty@usa-shade.com).
- Purchaser or Owner agrees that venue for any court action to enforce these limited warranties shall be in the City or County of Dallas in the State of Texas, USA.
- These limited warranties are void if:
  - o the supplied structures, products, services and/or labor are not paid for in full;
  - o the structures are not assembled in strict compliance with USA SHADE specifications;
  - o any changes, modifications, additions, or attachments are made to the structures in any way, without prior written approval from the Company. Specifically, no signs, objects, fans, light fixtures, etc. may be hung from the structures, unless specifically engineered by the Company.
- These limited warranties do not cover defects and/or damages caused by:
  - o normal wear and tear;
  - o misuse, willful or intentional damage, vandalism, contact with chemicals, cuts and Acts of God (i.e. tornado, hurricane, micro/macros burst, earthquake, wildfires, etc.);
  - o ice, snow or wind loads in excess of the designed load parameters engineered for the supplied structures;
  - o use, maintenance, neglect, repair, and/or service inconsistent with the Company's written care and maintenance instructions, provided with the order.
- The limited warranties explicitly exclude:
  - o workmanship related to assembly not provided by the Company or its agents;
  - o fabric curtains, valances, and flat vertical panels;
  - o fabric tops installed on structures that were not engineered and originally supplied by the Company.
- THE COMPANY SHALL NOT BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, SPECIAL, LIQUIDATED, EXEMPLARY, OR PUNITIVE DAMAGES, OR ANY LOSS OF REVENUE, PROFIT, USE OR GOODWILL, WHETHER BASED UPON CONTRACT, TORT (INCLUDING NEGLIGENCE), OR ANY OTHER LEGAL THEORY, ARISING OUT OF A BREACH OF THIS WARRANTY OR IN CONNECTION WITH THE SALE, INSTALLATION, MAINTENANCE, USE, OPERATION OR REPAIR OF ANY PRODUCT OR SERVICE. IN NO EVENT WILL THE COMPANY BE LIABLE FOR ANY AMOUNT GREATER THAN THE PURCHASE PRICE FOR ANY PRODUCT OR SERVICE PROVIDED BY THE COMPANY.
- THE FOREGOING LIMITED WARRANTY IS THE SOLE AND EXCLUSIVE WARRANTY FOR THE COMPANY'S PRODUCTS AND SERVICES, AND IS IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, IN LAW OR IN FACT. SELLER SPECIFICALLY DISCLAIMS ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, ALL IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR USE OR PURPOSE, AND ANY IMPLIED WARRANTIES ARISING OUT OF COURSE OF DEALING OR PERFORMANCE OR TRADE USAGE. PURCHASER, BY ACCEPTANCE AND USE OF THIS LIMITED WARRANTY, WAIVES ANY RIGHTS IT WOULD OTHERWISE HAVE TO CLAIM OR ASSERT THAT THIS LIMITED WARRANTY FAILS OF ITS ESSENTIAL PURPOSE.

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Commercial 95™ and SaFRshade™ are registered trademarks of Gale Pacific USA Inc.

Monotec 370™ is a registered trademark of PRO-KNIT Industries Pty. Ltd.

Preconstraint 502™ is a registered trademark of Serge Ferrari North America, Inc.

[www.usa-shade.com](http://www.usa-shade.com)

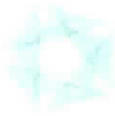
800-966-5005

AZ: 289388 CA: 989458 LA: 61718 NV: 78724 NV: 78724 NM: 383826 TN: 68712 DIR: 1000003533

# USASHADE & Fabric Structures.

16) **Assembly/Installation:**

- Company will notify Purchaser of the scheduled assembly date. Owner agrees to have an owner representative meet the assembly crew at the job site on the scheduled assembly date to verify the exact location where the structure(s) is to be placed.
  - Labor for the removal, assembly, and/or freight charges will only be covered by Company in instances where the structures supplied and installed by Company are determined by the Company to be defective. In all cases where structures are not installed by Company, all labor for the removal, assembly, and/or freight of the structures will be the Purchaser's responsibility.
  - Installation prices are based on a single mobilization charge. If additional mobilizations are required, there will be additional charges.
  - If the requested services require Company access to Owner's premises, Company will be provided access to the Owner's premises free and clear of debris, automobiles, or other interference Monday ~ Friday during the hours of 8:00am to 6:00pm, and Company will have access to water and electrical facilities during installation. Additional charges will apply if utilities are not easily accessible. Where applicable, all vehicles will be moved prior to Company's crew beginning any installation.
  - Company will not be responsible for moving or repairing any underground utility lines such as electrical, telephone, gas, water, or sprinkler lines that may be encountered during installation.
  - Any additional costs incurred as a result of hard rock conditions requiring extra equipment, utility removal or repair resulting in delay will result in additional charges unless they are detailed on as-built site drawings provided to Company or marked on the ground and communicated to Company in writing prior to fabrication and installation.
- 17) **Installation/Assembly on-site:** Where installation/assembly is part of the services, Purchaser must provide the Company with a detailed drawing prepared by or for the Owner showing exactly where the structures are to be assembled as well as detailing any obstacles or other impediments that may cause the assembly process to be more difficult. Any fixture(s), e.g., playground, pools, etc., that the structures are to be assembled over must also be detailed, along with their peak heights (if applicable).
- 18) **Site/Use Review by Purchaser:** Company relies on the Purchaser to determine that the structures ordered are appropriate and safe for the Owner's installation site and/or intended use. Company is not responsible for damages or injuries resulting from collisions by moving objects or persons with the structure post(s). Company can recommend, or supply at additional cost, padding for posts from a third party manufacturer.
- 19) **Preparatory Work:** Where installation/assembly is part of the services and in the event that the foundation or job site is not suitable or ready for assembly to begin on the scheduled day, a Delay of Order notification must be sent to Company at least 4 working days prior, in order to allow Company to reschedule the project. In the event that Company is not notified and incurs an expense in attempting to execute the assembly, a re-mobilization charge may be charged to Purchaser before Company will reschedule the assembly.
- 20) **Delegation: Subcontractors:** The services and the manufacturing and assembly of the structures may be performed by subcontractors under appropriate agreements with the Company.
- 21) **Force Majeure: Impracticability:** The Company shall not be charged with any loss or damage for failure or delay in delivering or assembling of the structures when such failure or delay is due to any cause beyond the control of the Company, due to compliance with governmental regulations or orders, or due to any Acts of God, strikes, lockouts, slowdowns, wars, or shortages in transportation, materials or labor.
- 22) **Dispute Resolution:** Any controversy or claim arising out of or related to this agreement must be settled by binding arbitration administered in Dallas, TX by a single arbitrator selected by the parties or by the American Arbitration Association, and conducted in accordance with the construction industry arbitration rules. Judgment upon the award may be entered in any court having jurisdiction thereof.
- 23) **Entire Agreement; No Reliance:** This agreement represents and contains the entire agreement between the parties. Prior discussion or verbal representations by the parties that are not contained in this agreement are not part of this agreement. Purchaser hereby acknowledges that it has not received or relied upon any statements or representations by Company or its agents which are not expressly stipulated herein, including without limitation any statements as to the structures, warranties, or services provided hereunder.
- 24) **No Third-Party Beneficiaries:** This agreement creates no third-party rights or obligations between Company and any other person, including any Owner who is not also a Purchaser. It is understood and agreed that the parties do not intend that any third party should be a beneficiary of this agreement.
- 25) **Governing Law:** The agreement will be construed and enforced in accordance with the laws of the State of Texas.
- 26) **Assignment:** Purchaser may not assign this agreement, by operation of law or otherwise, without the prior written consent of Company. The agreement shall be binding upon and inure to the benefit of the Company and the Purchaser, and their successors and permitted assigns.



**USA SHADE**  
& Fabric Structures.

Executed to be effective as of the date executed by the Company:

**NOTE: FOR ANY PURCHASE EQUAL TO OR EXCEEDING \$100,000.00 USD, NO WORK, OTHER THAN PRE-WORK, SHALL BE UNDERTAKEN WITHOUT A MUTUALLY ACCEPTABLE AND SIGNED CONSTRUCTION CONTRACT.**

**PURCHASER:**  
Orcutt Unified School District

**SELLER:**  
USA SHADE & Fabric Structures

Signature: Sandra Knight  
By: (Print) SANDRA KNIGHT  
Title: Dir. Fiscal Services  
Date: 4/12/2022

Signature: \_\_\_\_\_  
By: (Print) Kathy Rainey  
Title: Regional Manager  
Date: 01-07-22

**NOTE: All purchase orders and contracts should be drafted in the name of Shade Structures, Inc.**



## BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees  
Holly Edds, Ed.D.

FROM: Sandra Knight  
Assistant Superintendent, Business Services

BOARD MEETING DATE: June 8, 2022

BOARD AGENDA ITEM: Roofing Repairs and Replacement Project at Orcutt Academy High School.

BACKGROUND: We are bringing the Roofing Repairs and Replacement Project to the board for Pre-Approval since this project needs to be completed over the summer. This project will go out to bid the beginning of June. The roof in the front office/multi-use/kitchen area, breezeway, build room and art classroom are very old and deteriorating causing water intrusion and damage to the buildings. This project is not to exceed \$200,000.

RECOMMENDATION: It is recommended that the Board of Trustees approve the Roofing Repairs and Replacement at Orcutt Academy High School, not to exceed \$200,000 as submitted.

FUNDING: District Fund (14) Deferred Maintenance.





*Where kids come first!*

## **LCFF Budget Overview for Parents**

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

CDS Code: 42 69260 0000000

School Year: 2022-23

LEA contact information:

Joseph Dana

Assistant Superintendent, Educational Services

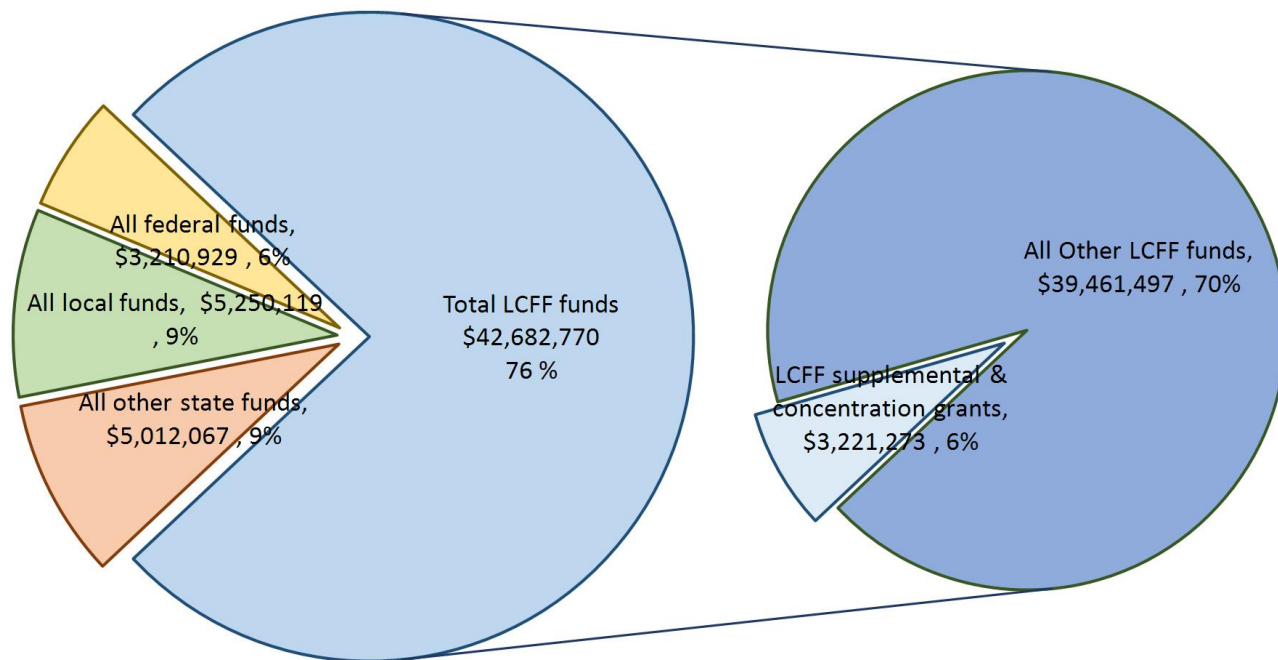
[jdana@orcutt-schools.net](mailto:jdana@orcutt-schools.net)

805-938-8934

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



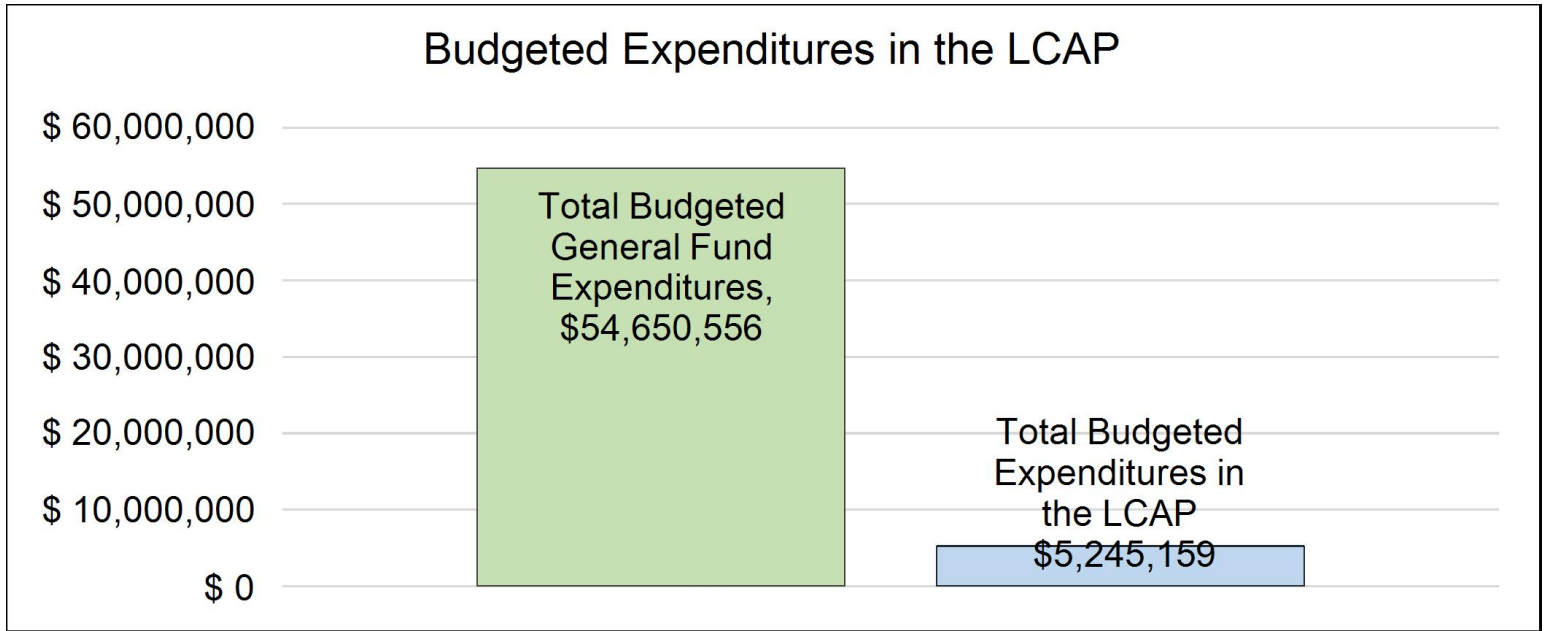
This chart shows the total general purpose revenue Orcutt Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orcutt Union School District is \$56,155,885, of which \$42,682,770 is Local Control Funding Formula (LCFF), \$5,012,067 is other state funds, \$5,250,119 is local funds, and \$3,210,929 is federal funds. Of the \$42,682,770 in LCFF Funds, \$3,221,273 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 Orcutt Union School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orcutt Union School District plans to spend \$54,650,556 for the 2022-23 school year. Of that amount, \$5,245,159 is tied to actions/services in the LCAP and \$49,405,397 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

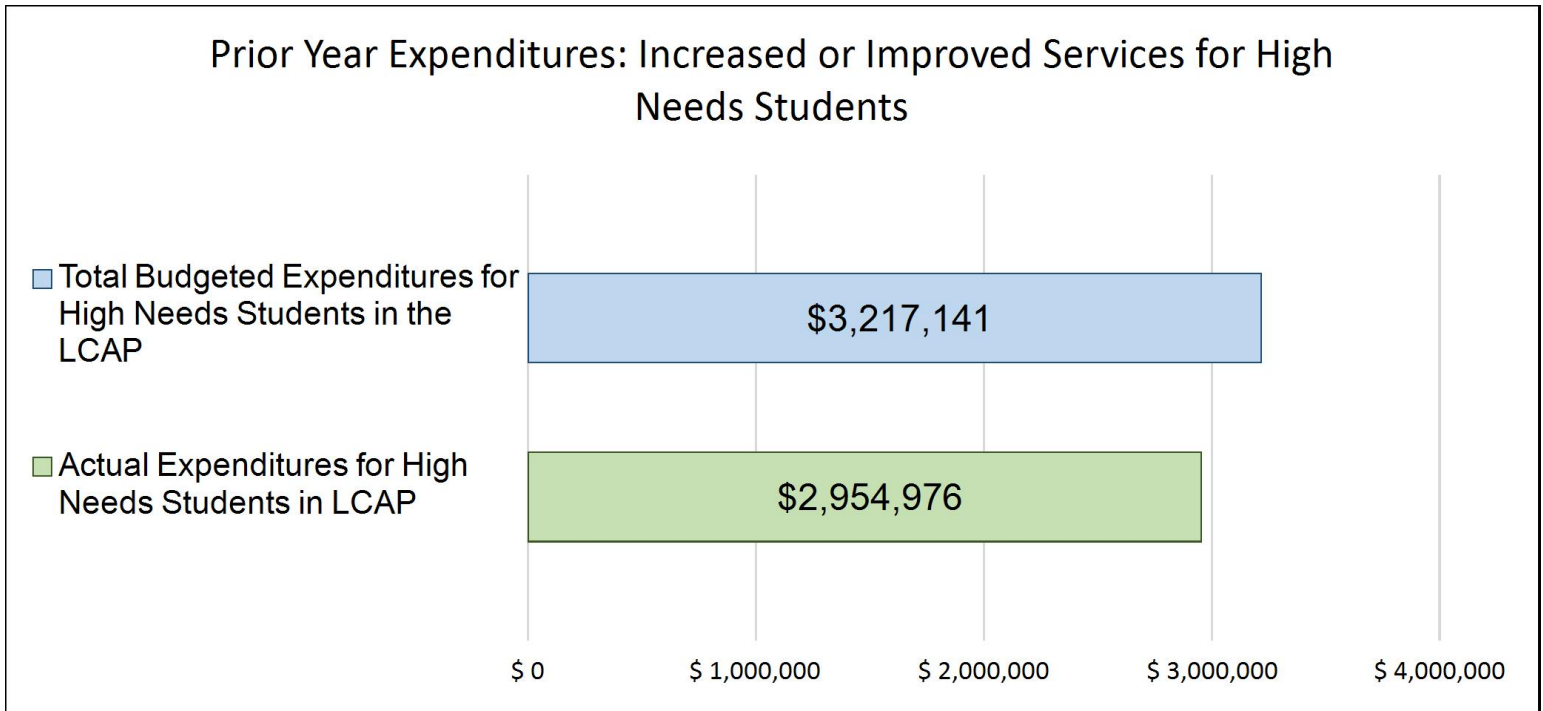
The vast majority of our expenditures, including certificated and classified salaries, supplies, services and utilities are not included in the LCAP. We receive approximately \$3 million in revenue for the LCAP and our general fund expenditures for the district are roughly \$56 million.

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

In 2022-23, Orcutt Union School District is projecting it will receive \$3,221,273 based on the enrollment of foster youth, English learner, and low-income students. Orcutt Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orcutt Union School District plans to spend \$3,473,438 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 Orcutt Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orcutt Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Orcutt Union School District's LCAP budgeted \$3,217,141.00 for planned actions to increase or improve services for high needs students. Orcutt Union School District actually spent \$2,954,976 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-262,165 had the following impact on Orcutt Union School District's ability to increase or improve services for high needs students:

We were unable to hire all of the staff needed to implement all sections of the LCAP one of which was the decision not to hire a social worker and to hire another counselor instead. The funds not spent in 21-22 will be rolled over and used on LCAP expenditures in 22-23.



## 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
Orcutt Union School District	Joseph Dana Assistant Superintendent, Educational Services	jdana@orcutt-schools.net 805-938-8934

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 Orcutt Union School District has received, or stands to receive, the following additional funding (not included in the 2021-2022 LCAP) since the start of COVID-19:

### State COVID Relief

- Learning Loss Mitigation, \$323,359
- In Person Instruction Grant, \$1,367,167
- Expanded Learning Opportunity Grant (ELOG), \$1,216,181
- ELOG for Classified Staff, \$258,993
- Learning Loss Mitigation from Governor's Emergency Education Relief (GEER), \$276,927
- Senate Bill 117, \$72,630

Subtotal = \$3,515,257

### State Budget Act

- Expanded Learning Opportunity Program (ELOP), \$959,911
- TK/K Planning Grant, \$160,000
- Educator Effectiveness, \$893,362
- Special Education Alternative Dispute Resolution Funding, \$61,993
- Special Education Learning Loss Mitigation Funding, \$348,709
- Additional funding for After School Education and Safety (ASES), \$21,806
- Preschool rate increase, \$24,174
- Child Nutrition Facility Improvement Grant, \$25,000

Subtotal = \$2,494,955

TOTAL of state funding not included in 2021-2022 LCAP = \$6,010,212

In the past year the Orcutt Union School District did initiate considerable community engagement efforts relative to special state funds not included in the 2021-2022 LCAP.

The first effort revolved around development of a plan for implementing an Expanded Learning Opportunities Grant (ELOG) that provided funding for expanded learning programs for students. The process included meetings with various groups of educational partners as well as a pair of surveys. The following meetings were held:

January 26, 2021 - Met with elementary administrators and teachers to brainstorm student needs and components of an effective Expanded Learning Opportunity Plan

February 3, 2021 - Met with secondary administrators and teachers to brainstorm student needs and components of an effective Expanded Learning Opportunity Plan

February 23, 2021 - Met with school administrators, executive director of Special Education, and Cabinet to gather input and share components of Expanded Learning Opportunity Plan

March 15, 2021 - Met with the Orcutt Union School District Superintendent/Parent Group to gather input and share components of Expanded Learning Opportunity Plan

March 31, 2021 - Met with the Orcutt Union School District's English Advisory Council (DELAC) to gather input and share components of the

## Expanded Learning Opportunity Plan

April 1, 2021 - Met with elementary administrators and teachers to update ideas for the Expanded Learning Opportunity Plan.

April 13, 2021 - Met with district administrators and psychologists to gather input and share ideas for the Expanded Learning Opportunity Plan

April 14, 2021 - Presented plan ideas at a school board meeting

April 26, 2021 - Met with Orcutt Union School District Superintendent/Parent Group to gather input and share the progress of the development of the Expanded Learning Opportunity Plan

April 29, 2021 - Met with a group of classified employees to gather input for the Expanded Learning Opportunity Plan

April 29, 2021 - Met with secondary administrators and teachers to update ideas for summer school options and components of an effective Expanded Learning Opportunity Plan

May 4, 2021 - Met with another group of classified employees to gather input for the Expanded Learning Opportunity Plan

May 6, 2021 - Met with secondary administrators and teachers to gather input for the Expanded Learning Opportunity Plan.

May 12, 2021 - Presentation of the Expanded Learning Opportunity Plan at school board meeting

A survey was sent to parents of students in grades K-5 to determine if there is an interest in a summer remediation/acceleration program. Of the 634 parents who responded, 84 percent of parents said that they definitely or possibly would be interested in a summer program. There was much interest in the various types of programs suggested. Of the 521 who responded that they definitely or possibly would have their child(ren) attend, 67 percent showed interest in a program which would include academic acceleration, including previewing grade-level curriculum so students start strong in 2021-2022; 59 percent were interested in a program that would include academic intervention, so students can be introduced to skills in the core areas of reading and mathematics; 61 percent showed interest in social-emotional learning; 60 percent indicated physical education and outdoor recreation would be important in a summer program; 51 percent would be in favor of arts instruction (visual arts, drama, music, etc.); and 60 percent indicated that hands-on learning would be beneficial. Finally, 45 percent of respondents who would definitely or possibly send their child to a summer session feel that small class size is important.

Partner groups including administrators, teachers, parents (including parents of English Learners) were consulted. Input from administrators and teachers included the following: making sure students are grouped for MTSS intervention based on spring data; incorporating Social Emotional Learning, PE, writing, and hands-on activities; focusing on comprehension and reading novels in the upper grades; offering acceleration of learning concepts from the next grade to give students a head-start; offering a "distance learning" option; making sure the programs are also offered at Olga Reed; and offering transportation if possible. Parent subgroups were very supportive of the teacher ideas as presented. Parents in the DELAC group requested that information be distributed via our Parent Square communication system.

The second effort revolved around development of a plan for implementing an Educator Effectiveness Grant that provided funding for professional development for teachers, administrators, and classified staff who work with students. Meetings included the following:

October 27, 2021 - Initial brainstorming session in Cabinet

November 8, 2021 - Presented draft plan to Cabinet to gather input

November 9, 2021 - Presented draft plan to Core Management Team to gather input

November 10, 2021 - Presented draft plan at school board meeting

December 15, 2021 - Plan approved by school board

The input received shaped the district's Educator Effectiveness Grant Plan by underscoring the importance of quality professional development offerings for paraprofessionals and other Classified staff who work with students; including qualify training for all staff involved in serving students with disabilities; providing training in early childhood education for staff who work with transitional kindergarten students; and leveraging the grant to support the development of a state-required ethnic studies curriculum.

As of this writing, the district has staged several meetings to discuss the requirements of the Expanded Learning Opportunity Program (ELOP) but has not begun a process to seek input from educational partners as of yet. The district has deferred implementation of ELOP to the 2022-2023 school year.

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 Orcutt Union School District does not receive concentration grant funding.

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 Orcutt Union School District has received, or stands to receive, the following additional federal funding (not included in the 2021-2022 LCAP) since the start of COVID-19:

- Federal CARES Act, \$936,228
- ESSER I, \$401,029
- ESSER II, \$1,585,132
- ESSER III - American Rescue Plan (ARP), \$2,855,166
- ESSER II - State set-aside, \$389,544
- ESSER III - ARP - set aside for program, \$713,791
- GEER Funding, \$89,389
- ESSER III - State set-aside, \$253,750
- ESSER III - State set-aside for learning loss, \$437,430
- Special Education ARP entitlement (1st), \$198,631
- Special Education ARP entitlement (2nd), \$22,606

TOTAL of federal funding not included in 2021-2022 LCAP = \$7,882,696

In the past year the Orcutt Union School District's community engagement efforts relative to one-time federal funds primary revolved around development of its ESSER III Expenditure Plan. This engagement included inviting input at regular district meetings, convening some special meetings to seek input, visiting classes to seek input from students, and issuing open invitations to complete a survey. A record of these engagement efforts follows:

September 15, 2021: Presentation on ESSER III to OUSD Superintendent/Parent Group; participants were invited to complete the survey

September 20, 2021: Presentation on ESSER III to Leadership Teams of Olga Reed, Orcutt Academy K-8, Pine Grove, and Ralph Dunlap; participants were invited to complete the survey

September 23, 2021: Presentation on ESSER III to Leadership Teams of Alice Shaw, Joe Nightingale, and Patterson Road; participants were invited to complete the survey

September 24, 2021: Meeting on ESSER III with Orcutt Educators Association President Monique Segura; Segura had opportunity to provide input

September 24, 2021: Presentation on ESSER III to Lakeview JHS ASB and Yearbook students; students were invited to complete the survey

September 27, 2021: Presentation on ESSER III to Orcutt JHS ASB students; students were invited to complete the survey

September 28, 2021: Presentation on ESSER III to Leadership Teams of Lakeview JHS, Orcutt JHS, and Orcutt Academy HS; participants were invited to complete the survey

September 29, 2021: Presentation on ESSER III at California School Educators Association (CSEA) meeting; participants were invited to complete the survey

October 1, 2021: Districtwide distribution of 5-minute video on ESSER III (English and Spanish) and ESSER III survey (English and Spanish) to staff (including teachers, school staff, site and district administrators, Special Education administrators, and all other district staff) and parents/guardians (including parents/guardians who speak languages other than English) We received 268 responses to the ESSER III Survey (survey participants included 123 who are parents/guardians, 121 who are employees, 45 who are students, and 21 who are community members; some respondents indicated multiple roles). Participants were given a list of allowable expenditure areas under ESSER III. Participants then gave input on priorities and could contribute specific ideas. On the survey, priorities identified by survey respondents were as follows:

- In the area of preventing/minimizing the spread of COVID-19 and other infectious diseases, 61.0% of respondents identified “supplies for sanitization and cleaning” as a high priority.
- In the area of addressing the effects of COVID-19, including lost learning time, 55.6% of respondents identified “mental health services and supports” as a high priority, and 51.1% of respondents identified “summer and supplemental afterschool programs” as a high priority.
- In the area of improving school facilities, 78.3% of respondents identified “improving indoor air quality in school facilities” as a high priority.

The Orcutt Union School District evaluated its community engagement opportunities and determined that civil rights groups, tribes, and advocates are neither present nor served by the LEA.

Community input received on ESSER III influenced the district's expenditure plan as follows:

- The district included an allotment for summer and afterschool programming in response to the strong support for this programming from parents and staff. Stakeholders believe summer programming offered in 2021 was effective and engaging. ESSER III funding will enable summer programming to continue in Orcutt through 2024.
- The district increased what it initially budgeted for counseling support. Mental health services were deemed by community input to be a high priority for ESSER III expenditures.
- The district budgeted a substantial amount for improvements in HVAC capacity, including adding HVAC in classrooms that do not have it and adding HVAC in cafeterias/multi-use rooms. Stakeholders strongly felt that HVAC needs to be available in as many classrooms and indoor spaces as possible.
- Due to strong advocacy for instructional assistants in kindergarten classrooms, the district budgeted for these staff under ESSER III so kindergarten classes can continue to have IAs through the 2023-2024 school year. Stakeholders believe kindergartners need to have access to this additional support.
- Community respondents underscored the importance of the opportunity to make ESSER III funds have a lasting impact on schools. As an employee stated in an input meeting, "Funding like ESSER III does not come along often."

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.

As of this writing, the only expenditure of federal ESSER III funds the district has made has been the purchase of outdoor tables for Pine Grove School for \$9,500. The district has numerous funds that have expenditure deadlines before the ESSER III deadline, and these funds need to be utilized first.

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 2021-2022 Orcutt Union School District Local Control and Accountability Plan (LCAP) includes the following goals:

Goal 1: We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.

Goal 2: We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.



Goal 3: We will provide our staff inspiring, relevant, and meaningful learning and wellness opportunities in a safe supportive environment to prepare for the ever-changing needs of our district.

Goal 4: We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

The state and federal funds received by the district and described in this report are intended to preserve the health and safety of students during the COVID-19 pandemic; to support student access to in-person instruction to the fullest extent possible; to educate teachers, administrators, and Classified employees in best practices for education in the COVID-19 Era and beyond; and to provide curriculum, instruction, assessment practices, academic intervention, social/emotional support, and expanded learning programming to enable students and student achievement to rebound from interruptions and lost learning due to COVID-19. Expenditures of these funds are aligned with all four goals articulated in the 2021-2022 OUSD LCAP.

## 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](mailto:lcff@cde.ca.gov).*

## Introduction

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

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

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

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

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

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

## Instructions

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

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

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

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2021





## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orcutt Union School District	Joseph Dana Assistant Superintendent, Educational Services	jdana@orcutt-schools.net 805-938-8934

## Plan Summary [2022-23]

### General Information

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

The Orcutt Union School District is located in the unincorporated area of Santa Barbara County, just south of the city of Santa Maria, and is part of the Santa Maria Valley. It encompasses the communities of Orcutt, Los Alamos, Casmalia, as well as some portions of the city of

Santa Maria. Local industries include aerospace (Orcutt is within 15 miles of the Vandenberg Space Force Base), agriculture, health care, higher education, oil production, manufacturing, service related occupations, and a growing number of small and large commercial businesses.

The Orcutt Union School District is comprised of a state preschool, four K-6 schools, a TK-6 school, a TK-8 school, two junior high schools, and a K-8 independent study school. The district also operates a charter school, the Orcutt Academy, which consists of a TK-8 campus and a high school. Orcutt students attend Orcutt Academy High School, Righetti High School, Delta High School (the local continuation school), St. Joseph High School (a Catholic high school operated by the Archdiocese of Los Angeles), or other charter or private high schools.

Enrollment for 2021-2022 for transitional kindergarten through 12th grade at all district sites is 3,994 non-charter students and 764 charter for a total of 4,758 students. Enrollment in the district has steadily declined since 2016-2017, when the district served 5,274 students. Enrollment in 2020-2021 was 4,842. Enrollment at the district's state preschool for 2021-2022 is 48.

Students attending the Orcutt Union School District come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school district (non-charter) for 2021-2022 is 55.8% Hispanic or Latino, 31.8% White, 6.0% Two or More Races, 1.2% Asian, 1.1% Filipino, 0.8% African American, 0.6% American Indian or Alaska Native, 0.1% Pacific Islander, and 2.6% Not Reported. Subgroup composition includes 40.2% Socioeconomically Disadvantaged, 12.3% Students with Disabilities, 11.6% English Learners, 1.7% Homeless Youth, 0.7% Foster Youth, and 0.1% Migrant Education.

The Orcutt Union School District's Strategic Plan is as follows:

#### MISSION

Students at Orcutt Union School District come first. Our mission is to safely nurture, educate, inspire, and empower our students to successfully navigate and thrive in an ever changing world.

#### VISION

As the heart of the communities we serve, the Orcutt Union School District will foster high levels of student success through multiple pathways of learning. Our highly trained, dedicated staff will offer all students a world class education that leads the way in innovation and creativity and will be known for its caring, collaborative, and inclusive culture.

#### CORE VALUES

We believe ...

- Students come first
- Student safety is paramount
- All students can learn at high levels
- In meeting the needs of the whole child
- Results matter

Our success is assured through ...

- Fostering a community of learners
- Providing equitable support for all students
- Quality instruction with rigor and relevance
- Effective leadership
- Mutual respect
- Cultural and social understanding
- Clear and open communication
- Parent/community engagement
- Continuous improvement and accountability for all

## GOALS

- High Quality Instruction: We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.
- Future Ready: We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.
- Professional Development and Wellness: We will provide our staff inspiring, relevant, and meaningful learning and wellness opportunities in a safe, supportive environment, to prepare for the ever changing needs of our district.
- Whole Child Approach: We will provide inspiring, creative, healthy, and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.
- Resources: We will be good stewards of our resources and pursue new avenues to support the goals of our district.

## Reflections: Successes

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

The 2021-2022 school year has not been quite what the Orcutt Union School District -- and other school districts -- envisioned, as it brought not a return to normalcy but a continuation of the COVID-19 pandemic. Testing, contact tracing, quarantining, short-term independent study, mask wearing, and health guidelines consumed a considerable amount of time, thought, and energy this school year -- so much so that the pandemic inhibited the district's ability to move forward on other fronts.

All of this being said, we do believe the school year is ending well. As we complete this document, our schools are holding Open Houses that without exception are featuring strong turnouts of parents, family members, and community members who are absolutely delighted to be back on campus celebrating all that our students have accomplished. And we have numerous other achievements from 2021-2022 to celebrate, including the following:

- Throughout the year, we have received appreciation and gratitude from students, families, and staff for our response to COVID-19. We have diligently followed the health guidelines put in place by our county and state, hosted numerous vaccination clinics, and provided regular communication to staff and parents to keep them apprised on the latest developments. We have done several



drive-throughs to distribute literally thousands of test kits provided by the state. And we take great pride in that we are one of the few northern Santa Barbara County school districts to provide free testing services for students and staff throughout the year.

- Orcutt's implementation of full-day kindergarten has gone well. With more time for academic instruction as well as developmental activities and instructional assistants present to support students, full-day K is making a difference.
- Three of our teachers have received special recognition. Josie Coburn, one of our music teachers and our junior high school Band teacher, is 2022 Santa Barbara Bowl Performing Arts Teacher of the Year. Kazan Westhoff, Special Education inclusion teacher at Joe Nightingale School, is our 2021-2022 District Teacher of the Year. And Joanna Hendrix, a SBCEO Special Education teacher who works with deaf/hard of hearing students at Ralph Dunlap School (and who is an integral part of the school community there), is County Teacher of the Year.
- Five of our classified employees were selected County Classified School Employee of the Year in their categories. And one, vehicle and equipment mechanic Tim Romine, was named California Classified School Employee of the Year in the skilled trades category.
- Three of our administrators were honored this spring. Our superintendent, Dr. Holly Edds, was named as the inaugural recipient of the Erik Frost Memorial Award by our region of the Association of California School Administrators (ACSA). The same organization selected Ralph Dunlap School Principal Joe Schmidt as Elementary Principal of the Year and Director of Maintenance, Operations, and Transportation Brad Gitchell as Classified School Leader of the Year.
- Our district established its first new school in years -- the Orcutt School for Independent Study (OSIS). The school has been successful providing home study and blended options to students from our district.
- The district's provision of technological devices to all students (iPads for younger students, Chromebooks for older) has been a game-changer for learning. Students and teachers have made strides in their uses of technology, and a whopping 94 percent of respondents to an LCAP survey termed this initiative to be "highly effective" or "effective."
- During the year, we have been successful in resuming important extra programs such as junior high school sports, Outdoor School/Science Camp for sixth graders, Battle of the Books for grades 4-6, and much more. We look forward to bringing back even more activities in 2022-2023.
- We have kept our eye on our staff's development and health. Professional development offerings have gone well, and we worked this year to give more classified employees the opportunity to participate. As for staff, we resumed voluntary staff health screenings for the first time since 2019 and organized a staff wellness challenge.

As for successes pertinent to this LCAP, we begin with progress shown in the 2019 posting of the California School Dashboard. Following are successes indicated on the dashboard:

- In English/language arts, Students with Disabilities increased 8.7 points, Reclassified English Learners increased 5.9 points, English Learners increased 6 points. Foster Youth increased 13.5 points, Hispanic students increased 4.1 points, Socioeconomically Disadvantaged group students increased 4.2 points, Asian students increased 10.2 points, and White students increased 4 points.
- In English/language arts, the following groups scored at or above standard: Asian (44.9 points above), Two or More Races (18.1 points above), and White (20.2 points above). The English Only group maintained its status (2.9 points).
- In the area of mathematics, Reclassified English Learners increased 4 points, and Asian students increased 15.7 points. Asian students scored 57.1 points above standard.



- English Language Acquisition results were positive, with 41.4% of English Learners progressing at least one English Learner Progress Indicator (ELPI) level. 12.2% of English learners maintained ELPI Level 4, and 28.5% maintained ELPI Levels 1, 2L, 2H, 3L, and 3H.
- There was some "positive decline" in the area of Chronically Absent students, with African Americans declining 9.5% (6.3% were chronically absent), Two or More Races students declining 1% (8.2% were chronically absent), and American Indian students declining 11.9% (12.1% were chronically absent).
- Four groups showed some "positive decline" in Suspensions. The suspension rate for African Americans went down 2.2%, with 3% suspended at least once; English Learners declined 1%, with 2.8% suspended at least once; 0% of Asians were suspended, a decline of 2.1%; and 0% of Filipino students were suspended, a decline of 1.8%.

A local success was the implementation of our reading intervention program in our elementary schools. With the implementation of our MTSS program and the use of the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program, we served over 400 students in a distance learning model during times of campus closure due to COVID-19.

In analyzing Northwestern Education Association (NWEA) Measures of Academic Progress (MAP) district grade level scores on the Student Growth Summary Report (Aggregate by Grade Level) comparing Fall 2018 to Spring 2019, a success can be found. In Reading, first grade nearly met projected growth.

In analyzing NWEA district grade level scores on the Student Growth Summary Report for Mathematics (Aggregate by Grade Level) comparing Fall 2018 to Spring 2019, first graders exceeded projected growth and sixth grade nearly met projected growth.

On the Student Growth Summary Report Fall 2019-2020 (Growth Comparative Period Fall 2018 - Fall 2019 - a comparison of grade level groups) the percentile for the Mean Rit scores and percentiles are presented where grade levels increased one or more percentile points. (RIT stands for Rasch UNIT and is a measurement scale developed to simplify the interpretation of test scores.)

Reading:

Grade 5

Fall 2018 - Mean Rit = 201.5 \* 75 Percentile

Fall 2019 - Mean Rit = 209.4 \* 76 Percentile

Math:

Grade 2

Fall 2018 - Mean Rit = 163.7 \* 73 Percentile

Fall 2019 - Mean Rit = 179 \* 75 Percentile

Grade 3

Fall 2018 - Mean Rit = 179 \* 75 Percentile

Fall 2019 - Mean Rit = 192.6 \* 76 Percentile

## Grade 7

Fall 2018 - Mean Rit = 218.8 \* 70 Percentile

Fall 2019 - Mean Rit = 226.3 \* 76 Percentile

In Spring 2021, the NWEA was given to students in grades 1-8. The following are grade levels where scores were higher than Fall 2019 scores. These are measures of grade level groups, not student groups. Rit Scores are presented. Percentile scores are not available for the 2021 administration.

## Reading

Grade 2 Fall 2019 = 177.7 \* Spring 2021 = 185.2

Grade 3 Fall 2019 = 191.9 \* Spring 2021 = 196.1

Grade 4 Fall 2019 = 203.1 \* Spring 2021 = 203.2

Grade 6 Fall 2019 = 215 \* Spring 2021 = 216.6

Grade 7 Fall 2019 = 217.5 \* Spring 2021 = 220.2

Grade 8 Fall 2019 = 219.2 \* Spring 2021 = 222.7

## Math

Grade 2 Fall 2019 = 179 \* Spring 2021 = 185

Grade 3 Fall 2019 = 192.6 \* Spring 2021 = 195.8

Grade 4 Fall 2019 = 204 \* Spring 2021 = 204.1

Grade 5 Fall 2019 = 202.5 \* Spring 2021 = 212.3

Grade 6 Fall 2019 = 218.3 \* Spring 2021 = 220.3

## 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.

Our school district most certainly has work to do in improving outcomes for all students, and especially the subgroups targeted by this LCAP. Data from this year that point to areas of focus include the following:

- Declining student achievement in reading on the Fall 2021 NWEA Reading test relative to Fall 2019; only one grade level (8th grade) had a higher mean Rit score
- Declining student achievement in math on the Fall 2021 NWEA Math test relative to Fall 2019; only one grade level (5th grade) had a higher mean Rit score
- A redesignation rate for English Learners (6.4%) that falls short of our target of 10%
- A decline in the district's overall attendance rate from 95.81% in 2019-2020 to 92.00% this school year

- Chronic absenteeism rates in 2021-2022 that, while they can be attributed to COVID-19, are staggeringly high, with 27.52% of all district students chronically absent and the LCAP subgroups heavily affected (English Learners 26.2%, foster youth 24.4%, homeless youth 43.4%, low-income students 35.4%, and students with disabilities 39.8%)
- A huge increase in the district's suspension rate, from 3.1% in 2019-2020 to 4.6% in 2021-2022

These fresh data points support the urgency of the actions outlined in this LCAP.

Meanwhile, California School Dashboard ratings released in 2019 illuminated several areas of recommended focus for our district:

- In English/language arts, students experiencing homelessness declined 11.8 points and current English Learners declined 5.5 points.
- In English/language arts, the following subgroups scored below standard: Homeless (16.6 points below standard), Students with Disabilities (77.5 points below standard), English Learners (25.5 points below standard), Foster Youth (40.9 points below standard), Hispanic (4.1 points below standard), Socioeconomically Disadvantaged (21.7 points below standard), and Current English Learners (59.1 points below standard). The data indicates E/LA as an area of focus.
- In Mathematics, the following groups scored below standard: Students with Disabilities (110.5 points below standard), English learners (49.6 points below standard), Hispanic (37.5 points below standard), Homeless (49.3 points below standard), and Socioeconomically Disadvantaged (43.1 points below standard). Current English learners scored 85.8 points below standard). The data indicates mathematics as an area of focus.
- In Chronic Absenteeism, the All Students group is in the Orange Level with 9.5% chronically absent, an increase of 1.1%. In the Foster Youth subgroup, 22.2% of students were chronically absent, an increase of 10.2%. In the Homeless subgroup, 25% of students were chronically absent, an increase of 4.6%.
- In Suspension Rate, several subgroups had concerning ratings. In the Foster Youth subgroup, 24.3% of students have been suspended at least once, an increase of 20.9%, In the Two or More Races subgroup, 4.3% of students have been suspended at least once, an increase of 2.5%. In the Students with Disabilities subgroup, 7.3% of students have been suspended at least once, an increase of 3.1%; 4.1% of students in the Hispanic subgroup were suspended at least once, an increase of 1.2%, 4.8% of students in the Homeless subgroup were suspended at least once, an increase of 0.9%; 5.4% of students in the Socioeconomically Disadvantaged subgroup were suspended at least once, an increase of 1.7%; and 4.1% of students in the White subgroup were suspended at least once, an increase of 0.8%.

As for local measures, an analysis of student results from the Northwestern Education Association (NWEA) Measures of Academic Progress (MAP) assessment, district grade level scores on the Student Growth Summary Report (Aggregate by Grade Level) were compared between Fall 2018 to Spring 2019. In Reading, first grade nearly met projected growth. All other grade levels (2-8) ranged from -1.07 to -2.23. (Grade 1 = -0.17, Grade 2 = -1.23, Grade 3 = -2.23, Grade 4 = -1.63, Grade 5 = -1.95, Grade 6 = -1.07, Grade 7 = -2.14, and Grade 8 = -1.92). The data indicates a focus on reading instruction is needed.

In analyzing NWEA MAP district grade level scores on the Student Growth Summary Report for Mathematics (Aggregate by Grade Level) comparing Fall 2019 to Spring 2019, first graders exceeded projected growth and sixth grade nearly met projected growth. All the other grade levels (2-5, 7,8) ranged from -0.98 to -1.95. (Grade 1 = .86, Grade 2 = -1.37, Grade 3 = -1.95, Grade 4 = -1.20, Grade 5 = -1.13, Grade 6 = -

0.18, Grade 7 = -1.87, and Grade 8 = -0.98). The data indicates a focus on math instruction is needed.

On the Student Growth Summary Report Fall 2019-2020 (Growth Comparative Period Fall 2018 - Fall 2019 - a comparison of grade level groups) the percentile for the Mean Rit scores and percentiles - the following are grade levels where percentile scores declined one or more points.

Reading:

Grade 2

Fall 2018 - Mean Rit = 162.2 \* 88 Percentile

Fall 2019 - Mean Rit = 177.7 \* 79 Percentile

Grade 3

Fall 2018 - Mean Rit = 178.2 \* 82 Percentile

Fall 2019 - Mean Rit = 191.9 \* 77 Percentile

Grade 4

Fall 2018 - Mean Rit = 193.2 \* 82 Percentile

Fall 2019 - Mean Rit = 203.1 \* 81 Percentile

Grade 6

Fall 2018 - Mean Rit = 209.5 \* 76 Percentile

Fall 2019 - Mean Rit = 215 \* 75 Percentile

Grade 7

Fall 2018 - Mean Rit = 214.2 \* 71 Percentile

Fall 2019 - Mean Rit = 217.5 \* 68 Percentile

Grade 8

Fall 2018 - Mean Rit = 217 \* 65 Percentile

Fall 2019 - Mean Rit = 219.2 \* 56 Percentile

Math:

Grade 4

Fall 2018 - Mean Rit = 193.3 \* 79 Percentile

Fall 2019 - Mean Rit = 204 \* 75 Percentile

Grade 5

Fall 2018 - Mean Rit = 202.8 \* 69 Percentile

Fall 2019 - Mean Rit = 202.5 \* 68 Percentile

#### Grade 6

Fall 2018 - Mean Rit = 213.3 \* 72 Percentile

Fall 2019 - Mean Rit = 218.3 \* 68 Percentile

#### Grade 8

Fall 2018 - Mean Rit = 225.8 \* 74 Percentile

Fall 2019 - Mean Rit = 230.8 \* 73 Percentile

In Spring 2021, the NWEA was given to students in grades 1-8. The following are grade levels where scores were equal to or lower than Fall 2019 scores. These are measures of grade level groups, not student groups. Rit Scores are presented. Percentile scores are not available for the 2021 administration.

#### Reading

Grade 5 Fall 2019 = 201.9 \* Spring 2021 = 201.9

#### Math

Grade 7 Fall 2019 = 226.3 \* Spring 2021 = 223.9

Grade 8 Fall 2019 = 230.8 \* Spring 2021 = 230

## LCAP Highlights

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

The Orcutt Union School District will offer a variety of programs and supports specifically for unduplicated pupils: English Learners, foster youth, low-income students, and re-designated English Learners (Fluent English Proficient). These include highly trained classroom teachers at every school site, access to technology devices, counseling/mental health support for students, data analysis, intervention programs, individual/small group tutoring, assessments to monitor progress, individualized learning paths and online curriculum, attendance support, and behavioral support.

The district continues to implement a Multi-Tiered Systems of Support (MTSS) model. Teachers on Special Assignment (TOSAs) work closely with site administrators and leadership teams to identify and allocate resources to students, with an emphasis on unduplicated students. TOSAs are directed by our new executive director of curriculum & instruction, who tracks the progress of these subgroups and heads up the district's efforts with progress monitoring and academic intervention.

Full-day kindergarten was implemented in the district in 2021-2022 and will continue in 2022-2023. Instructional assistants are present to support students, and our belief is that full-day K sets up students for success in future years.

The district has banked minutes to allow for an early student dismissal day for our teachers to meet in Professional Learning Communities (PLCs). PLCs are an integral venue for teachers to collaborate around improving practice, using data to drive instruction, and targeting intervention to the needs of individual students, especially unduplicated students. Daily bell schedules at all K-6 and K-8 sites will be adjusted to enable teachers to meet weekly for at least 60 minutes in PLCs with the guidance of site administration, leadership team members, and the TOSAs, and additional duties outside of the school day for PLC team/leadership team members.

At K-6 and K-8 sites, the district continues to offer additional instruction from specialists in the areas of art, music, and physical education that enables teachers to meet in a second PLC session to collaborate around student learning. An additional instructional block for physical education also allows for targeted small-group instruction (intervention and/or enrichment). Weekly classroom music instruction for all students in grades K-6 is a program that has been well received, as research shows music education prepares students to learn, facilitates student academic achievement, and develops the creative capacities for lifelong success. Elementary Physical Education instruction from a credentialed P.E. teacher with the support of a trained classified instructional assistant is also provided. The physically active child is more likely to be academically motivated, alert, and successful. Visual art instruction was added in the 2018-2019 school year to provide additional weekly instruction in grades K-6 for students.

The social/emotional wellbeing of students is targeted in this LCAP. The district will adopt and implement a social/emotional curriculum, SEE Learning. The district will continue its implementation of Positive Behavioral Interventions and Supports (PBIS) to focus on establishing and maintaining a positive social climate at our schools. We will continue to fund district counselors (full time at each of our junior high schools and part time at our K-6 and K-8 schools). Mental health support for students has been provided via an additional elementary counselor, with students in unduplicated subgroups prioritized for services.

Each student in grades 1-8 in Orcutt receives an individualized learning path based on their assessment results utilizing the Northwest Evaluation Assessment (NWEA) two to three times per year. Each student receives a full grade level curriculum at their grade level, an individualized learning path based on their strengths and weaknesses, and assignments made by their teacher. The program is web-based and is available to students 24 hours a day, 7 days a week. The program is currently used as a homework program, independent study program, in-class instructional tool, and can also be used to target skill development and as an intervention program.

## **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.

No schools were identified for CSI (Comprehensive Support and Improvement).

**Support for Identified Schools**

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

NA

**Monitoring and Evaluating Effectiveness**

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

NA

# Engaging Educational Partners

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

Engaging educational partners around the Orcutt Union School District LCAP has been a three-part process.

The first part of the process was the updating of the district's Strategic Plan, on which LCAP goals and actions are based. Meetings took place on March 3 and March 17. The Management Team also met on March 8 to integrate work from a Potential Opportunity Analysis exercise (done by district and school administrators and confidential employees) into the targets. Representatives of all employee groups, the community, and the OUSD Board of Trustees participated in a comprehensive review of each Strategic Plan goal and associated targets. Several targets were revised, with some new targets added. The final list of Strategic Planning Targets for 2022-2023 was approved by the Board of Trustees on April 13.

The second part of the process has revolved around two surveys given to students, parents, and staff in the district.

LCAP Survey 1 (March 2022) focused on LCAP budget priorities, and 246 people (210 parents, 47 students, 40 community members, 18 teachers, 11 classified employees, 2 administrators, and 6 in other categories; some respondents were part of more than one group) responded.

LCAP Survey 2 (April 2022) focused on parent/family engagement, and 287 parents/guardians representing all schools and grade levels responded.

The third and final part of the process consisted of meetings with educational partners. Most meetings included an update on LCAP goals, key actions and initiatives that have taken place this school year, and data findings thus far in the year. Attendees then were invited to complete LCAP Survey 3, a new survey designed to solicit input on the effectiveness of current and proposed LCAP actions. Meetings with the District English Learners Advisory Council (DELAC) and parents, guardians, and foster parents of district foster and homeless youth invited input around three questions:

- What is going well for your student?
- What is not going well for your student?
- How can our school district work to improve outcomes for your student in 2022-2023?

A total of 186 persons responded to LCAP Survey 3. Following is a listing of meetings with educational partners:

3/28/22 - Met with leadership teams from Olga Reed, Pine Grove, and Ralph Dunlap schools  
3/29/22 - Met with leadership teams from Lakeview and Orcutt junior high schools  
3/31/22 - Met with leadership teams from Alice Shaw, Joe Nightingale, and Patterson Road schools  
4/27/22 - Met with OUSD Superintendent/Parent Group  
5/16/22 - Met with eighth graders from Olga Reed School in Los Alamos



5/18/22 - Met with eighth graders from Lakeview Junior High School  
5/19/22 - Met with eighth graders from Orcutt Junior High School  
5/19/22 - Met with Orcutt Educators Association representatives  
5/24/22 - Met with California School Educators Association representatives  
5/31/22 - Met with OUSD District English Learners Advisory Council (DELAC)  
5/31/22 - Met with parents, guardians, and foster parents re needs of foster/homeless youth  
6/2/22 - Met with Santa Barbara County SELPA Coordinator Jennifer Connolly  
6/8/2022 - OUSD School Board Meeting – LCAP Public Hearing  
6/15/2022 - OUSD Special School Board Meeting – LCAP approval

A summary of the feedback provided by specific educational partners.

The following is the feedback provided by each group:

#### Students:

- Students generally believe they have caring, supportive relationships with their teachers.
- Students value counseling services as a support. Some respondents to LCAP Survey 3 indicated they would like more outreach and visibility from counselors, including regular "mental health check-ins."
- Several students responding to LCAP Survey 3 asked for more extracurricular or sports activities that can engage students.
- Several students responding to LCAP Survey 3 sought facilities improvements, including improved fields.

#### Parents:

- LCAP Survey 1, which was completed by 210 parents, indicated that "ensure highly qualified teachers" (88% of respondents naming as a "high priority"), "ensure student access to core subjects that prepare them for high school and college" (81% naming as a "high priority"), "ensure student access to instructional materials" (78% naming as a "high priority"), and "maintain a positive school climate" (72% naming as a "high priority") were the LCAP Priority Areas most valued by parents. Conversely, survey respondents placed much less value on "implement California State Standards" (32% naming as a "high priority," 17% naming as a "low priority," and 5% naming as "not a priority") and "increase parental involvement and participation" (37% naming as a "high priority" and 15% naming as a "low priority"). The other LCAP Priority Areas -- "increase student achievement," "increase student engagement," and "ensure facilities are in good repair" finished in the middle of respondents' rankings.
- LCAP Survey 2, which was completed by 287 parents/guardians, showed 88% of respondents termed school-home communication regarding COVID-19 guidelines and school activities/events as "excellent" or "good." The most relied-on communication methods by respondents are school or district Parent Square email posts (86% "frequently use") and school Parent Square text messages (73% "frequently use"). Communication methods respondents would like to have school and the districts use more include PTA newsletters (9% "would like to use more"), school websites (8% "would like to use more"), and school newsletters (7% "would like to use more").

- LCAP Survey 2 stated that 82% of respondents termed communication they have received about their children's academic performance as "excellent" or "good." The most relied-on communication methods by respondents to learn about their children's academic progress are trimester or quarter report cards (78% "frequently use"), mid-trimester or mid-quarter progress reports (62% "frequently use"), and fall parent-teacher conferences (55% "frequently use"). Communication methods respondents would like to have schools use more include informal communication from teachers in the form of notes, conversations, and phone calls (11% "would like to use more"), test results (9% "would like to use more"), and spring parent-teacher conferences (8% "would like to use more").
- LCAP Survey 2 provided a glimpse of how involved parents feel they are at their child's school, with 11% staying they felt "extremely involved," 25% "very involved," 47% "somewhat involved," and 18% "not involved." Asked to share ideas for increasing parent involvement, numerous parents indicated that COVID-19 health guidelines had kept parents from being active on campus and had kept school and PTA/PTSA units from organizing school events. Many parents asked for the resumption of school events, and this desire is supported by the strong turnouts at Open Houses held at OUSD school this spring. Some parents expressed concern that parents would be required to be vaccinated against COVID-19 in order to come on campus even after COVID-19 abates.

#### Parents of English Learners:

- Parent Square, which provides automatic translation, is a huge help for school-parent communication. Bilingual community liaisons also are very helpful.
- These parents report that their children are very happy with their teachers and schools.
- The district can improve what happens for children who are newcomers to this country. It can be difficult to find material in the child's native language, and as a result these children can feel disconnected from the rest of the class.
- Some schools and teachers are more diligent about translating materials in Spanish than others. Community liaisons would like to receive copies of school communication so they know what is happening.
- A "buddy system" can help English Learners who are just learning English.
- It will help attendance at ELAC and DELAC meetings for schools and the district to put more compelling topics and guest speakers on the agenda. Parents would like to know more about how they can help their children academically.
- Parents prefer the virtual format for ELAC and DELAC meetings but they also would welcome the opportunity to participate in a district tour that features ELD and other programming for English Learners.

#### Parents, Guardians, and Foster Parents of Foster and Homeless Youth:

- For students experiencing homelessness, it has helped that the district can provide transportation to keep students at their original school. It also helps when the district works out childcare before and after school as an alternative to providing transportation; in this case parents provide transportation.
- Foster and homeless youth can benefit from extra tutoring and counseling. Any extra services that are on the "menu" are appreciated.
- In some cases teachers do not know if a student is a foster youth or is experiencing homelessness. It will help to have more communication about these children's situation.

#### Teachers:

- Teachers stated that the 2021-2022 school year has not been what they had hoped due to the continuation of COVID-19. Teachers have had to manage increased absenteeism due to COVID-19 and students being quarantined for long periods and needing to receive short-term independent study work. Teachers look forward to a more typical year in 2022-2023.
- Teachers generally are very supportive of the district's focus on social/emotional support for students during COVID-19 and would like to see it continue. They endorse the expansion of counseling services in 2021-2022 and would like to see it continue in 2022-2023. Some teachers indicated they would like support for "Tier 3" students who demonstrate the most severe behaviors. Some teachers would like to have even more counseling services available to students.
- Teachers see that increasing math achievement is a need for the district. They would like to see the district move toward math intervention along a similar model to what the district is doing in reading intervention.
- Teachers believe the addition of instructional assistants has been critical in the implementation of full-day kindergarten.
- Several teachers responding to LCAP Survey 3 said they would like smaller class sizes.
- Teachers are very supportive of the distribution of technology devices to students. Some said classrooms need more chargers and charging stations for devices in classrooms, especially those at junior high schools.
- Teachers value the Professional Learning Community (PLC) time they have with grade level or departmental colleagues.
- On LCAP Survey 3 teachers gave a range of feedback on professional development. Some asked for more choice, while others asked for training to be done in periodic bursts instead of extended professional development days. Suggested topics included brain research, how to deal with severe behaviors, and education on acceptance of LGBTQ+ youth.
- Several teachers responding to LCAP Survey advocated for a full-time vice-principal at each junior high school.

#### Classified Employees:

- A challenge this school year has been the lack of substitutes for classified employees, especially instructional assistants. Some instructional assistants have needed to be temporarily moved to high priority positions such as those supporting Special Education students. Classified employees are hoping that more substitutes will be available in 2022-2023.
- Classified employees have appreciated being included in more training, including district professional development days which classified employees were paid to attend.
- Some classified employees asked for more inclusion in both school communication and school-home communication, as this will help them be better apprised of what is happening at their school sites.

#### Administrators:

- Like teachers, administrators have not had a routine year due to the continuation of COVID-19. Contact tracing, the need to manage classroom coverage when substitutes were not available, and making sure health guidelines were followed all took considerable time. School principals did not have as much time for instructional leadership and their own professional development. They look forward to a more typical year in 2022-2023.
- Schools have been impacted by severe behaviors, especially at the junior high school level, that include student-on-student aggression, social media challenges, threats, and substance use. Additional administrative support will help, as will targeted social/emotional learning activities, student education, and parent education.
- Administrators identify math as a priority for the district and would like to work on improving initial math instruction (Tier 1) and implementing math intervention (Tier 2).

- English Language Development (ELD) for English Learners needs to remain a priority.
- Continuing support for newer teachers is needed, as many of the district's more experienced teachers have retired and many newer teachers are coming on board.
- Administrators in the Special Education Department would like to work on more inclusive teaching practices for students with disabilities in 2022-2023 and beyond.

Santa Barbara County SELPA:

- The LCAP needs to be an all-inclusive plan that serves not just general education students but students with disabilities.
- School districts need to prioritize mental health services for students to meet the increased need.
- The County SELPA is very encouraging of more inclusive teaching practices for students with disabilities.

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

Input received from educational partners validates the district's continuing emphasis on mental health support for students, social/emotional learning, staff wellness, and other work in the social/emotional realm. The addition of an elementary counselor instead of a social worker (Action 4.10) was a direct response to student needs. The district will need to maintain its focus on students' emotional/mental wellness in the coming year.

Other aspects of the LCAP influenced by input from educational partners this year and in past years include the following:

- The need to analyze severe behaviors that occurred this school year and map out preventive actions that can be taken in 2022-2023
- The need to focus on student achievement in mathematics
- The need for the district to adopt and implement a social/emotional learning curriculum, SEE Learning
- The need for vice-principal support at junior high schools and large elementary schools
- The need for instructional assistants to support students in transitional kindergarten and kindergarten
- The need to redouble efforts to provide extra tutoring for foster youth and students experiencing homelessness
- The need for community liaison support for families of English Learners
- The need to continue resuming special/extracurricular student activities that went on hiatus during COVID-19

# Goals and Actions

## Goal

Goal #	Description
1	<p>We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.</p> <p>State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Local Priority: OUSD Strategic Plan</p>

**An explanation of why the LEA has developed this goal.**

In 2019, the California Dashboard reported several areas of recommended focus for the Orcutt Union School District. In English/language arts. Students experiencing homelessness declined 11.8 points and current English Learners declined 5.5 points.

In English/language arts, the following groups scored below standard: Homeless (16.6 points below standard), Students with Disabilities (77.5 points below standard), English Learners (25.5 points below standard), Foster Youth (40.9 points below standard), Hispanic (4.1 points below standard), and Socioeconomically Disadvantaged (21.7 points below standard), and current English Learners (59.1 points below standard).

In Mathematics, the following groups scored below standard: Students with Disabilities (110.5 points below standard), English Learners (49.6 points below standard), Hispanic (37.5 points below standard), Homeless (49.3 points below standard, Socioeconomically Disadvantaged (43.1 points below standard), and English Learners (85.8 points below standard).

In Spring 2021, stakeholder groups indicated that student achievement is a high priority, as 57% of parents chose "increasing student achievement" as a high priority or very high priority.

The fact that the district is in Differentiated Assistance for the Students with Disabilities subgroup supports this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – E/LA % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 54.47% Low-income: 43.06% English Learners: 23.92% Homeless: 52.63% Foster Youth: NA Students with Disabilities: 20.36%	CAASPP testing was not administered in Spring 2021. It resumed in Spring 2022.			Increase student performance for all students and each student group by 5 points in the area of E/LA as measured by the CAASPP and reported on the California Dashboard.
CAASPP - Math % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 43.8% Low-income: 32.16% English Learners: 14.56% Homeless: 26.32% Foster Youth: NA Students with Disabilities: 15.68%	CAASPP testing was not administered in Spring 2021. It resumed in Spring 2022.			Increase student performance for all students and each student group by 5 points in the area of Math as measured by the CAASPP and reported on the California Dashboard.
English Learner Progress on ELPAC	English Learner Progress (Change) as reported in Data Quest (CA Dept. of Ed.) in 2019  Level 4 - Well Developed: 25.09%	English Language Proficiency for Summative ELPAC as reported on Data Quest (CDE) for 2020-2021			At least 60% of students will be in the "Well Developed + Moderately Developed" groups as reported in Data Quest (CA Dept. of Ed.)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Level 3 - Moderately Developed: 42.31% Level 2 - Somewhat Developed: 24.54% Level 1 - Beginning Stage: 8%	Level 4 - Well Developed: 13.92% Level 3 - Moderately Developed: 45.94% Level 2 - Somewhat Developed: 26.68% Level 1 - Minimally Developed: 13.46%			
Re-designation Rate for English Learners (EL to RFEP)	12% of English Learners were redesignated (EL to RFEP) in the 2019-2020 school year. 13.4% of English Learners were redesignated (EL to RFEP) in the 2020-2021 school year.	An estimated 6.4% of English Learners (32 in total) have been redesignated as Fluent English Proficient to this point in the 2021-2022 school year.			10% of English Learners will be redesignated (EL to RFEP)
English Learner access to core Instruction and English Language Development (ELD)	100% of students received access to Core instruction and ELD	100% of students are receiving access to core instruction and ELD.			100% of students will receive access to core instruction and ELD.
Percent of Highly Qualified Teachers that are Appropriately Assigned	In the 2020-21 school year, 99% of teachers were highly qualified and appropriately assigned.	100% of OUSD teachers currently are highly qualified and appropriately assigned.			100% of OUSD teachers will be highly qualified and appropriately assigned.
Percent of Schools Meeting Facility Inspection Tool (FIT) requirements	In the 2020-21 school year, 100% of OUSD schools met FIT requirements	Inspections conducted in January 2022 show 100% of OUSD			100% of OUSD schools will met FIT requirements.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		schools meet state FIT requirements.			
Percent of Students with Access to Instructional Materials	In the 2020-21 school year, 100% of OUSD students had access to OUSD adopted materials that are standards - aligned.	As of February 2022, 100% of OUSD students have access to OUSD-adopted materials that are aligned with state standards.			100% of OUSD students will have access to adopted materials that are standards aligned.
Percent of Students with Access to required Course of Study	In the 2020-21 school year, 100% of OUSD students had access to required course of study.	As of February 2022, 100% of OUSD students have access to the required course of study.			100% of OUSD students will have access to required course of study.
NWEA Reading Mean Rit and Percentile	Fall 2019 Mean (average) Rit & Percentile Grade 2 Mean Rit = 177.7 * 79 Percentile Grade 3 Mean Rit = 191.9 * 77 Percentile Grade 4 Mean Rit = 203.1 * 81 Percentile Grade 5 Mean Rit = 209.4 * 76 Percentile Grade 6 Mean Rit = 215 * 75 Percentile Grade 7	NWEA Reading Fall 2021 Mean (average) Rit (Percentiles not available) Grade 1 Mean Rit = 158.64 Grade 2 Mean Rit = 176.31 Grade 3 Mean Rit = 187.20 Grade 4 Mean Rit = 198.31 Grade 5 Mean Rit = 204.49 Grade 6 Mean Rit = 212.74 Grade 7 Mean Rit = 214.23			The percentile for the average Rit score for students in grades 2-6 will be at least at the 85th percentile in reading in the spring administration. (See Student Growth Summary Report)  The percentile for the average Rit Score for students in grades 7 & 8 will be at least at the 75th percentile in the spring administration (or winter administration if spring administration is not conducted).



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mean Rit = 217.5 * 68 Percentile Grade 8 Mean Rit = 219.2 * 56 Percentile  Spring 2021 Mean (average) Rit (Percentage not available)  Grade 2 Mean Rit = 185.2 Grade 3 Mean Rit = 196.1 Grade 4 Mean Rit = 203.2 Grade 5 Mean Rit = 201.9 Grade 6 Mean Rit = 216.6 Grade 7 Mean Rit = 220.2 Grade 8 Mean Rit = 222.7	Grade 8 Mean Rit = 219.70  NWEA Reading Winter 2021 Mean (average) Rit (Percentiles not available)  Grade 1 Mean Rit = 163.41 Grade 2 Mean Rit = 179.13 Grade 3 Mean Rit = 190.48 Grade 4 Mean Rit = 200.95 Grade 5 Mean Rit = 207.38 Grade 6 Mean Rit = 213.92 Grade 7 Mean Rit = 217.26 Grade 8 Mean Rit = 222.29			
NWEA Math Mean Rit and Percentile	Fall 2019 Mean (average) Rit & Percentile  Grade 2 Mean Rit = 179 * 75 Percentile Grade 3	NWEA Math Fall 2021 Mean (average) Rit (Percentiles not available)  Grade 1 Mean Rit = 161.10 Grade 2 Mean Rit = 177.23			The percentile for the average Rit score for students in grades 2-8 will be at least at the 80th percentile in the area of math. (See Student Growth Summary Report)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mean Rit = 192.6 * 76 Percentile Grade 4 Mean Rit = 204 * 75 Percentile Grade 5 Mean Rit = 202.5 * 68 Percentile Grade 6 Mean Rit = 218.3 * 68 Percentile Grade 7 Mean Rit = 226.3 * 76 Percentile Grade 8 Mean Rit = 230.8 * 73 Percentile  Spring 2021 Mean (average) Rit (Percentage not available)  Grade 2 Mean Rit = 185 Grade 3 Mean Rit = 195.8 Grade 4 Mean Rit = 204.1 Grade 5 Mean Rit = 212.3 Grade 6 Mean Rit = 220.3 Grade 7 Mean Rit = 223.9	Grade 3 Mean Rit = 187.31 Grade 4 Mean Rit = 198.84 Grade 5 Mean Rit = 205.56 Grade 6 Mean Rit = 214.19 Grade 7 Mean Rit = 217.13 Grade 8 Mean Rit = 224.45  NWEA Math Winter 2021 Mean (average) Rit (Percentiles not available)  Grade 1 Mean Rit = 168.33 Grade 2 Mean Rit = 180.67 Grade 3 Mean Rit = 192.72 Grade 4 Mean Rit = 202.31 Grade 5 Mean Rit = 208.97 Grade 6 Mean Rit = 216.69 Grade 7 Mean Rit = 220.06 Grade 8 Mean Rit = 227.16			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 8 Mean Rit = 230				

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher on Special Assignment (TOSA) Support	All teachers will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSAs). TOSAs will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2. TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, homeless youth, and low-income students.	\$467,042.00	Yes
1.2	Standards-Based Materials	Standards-based materials will be available to all students. Science curriculum was piloted by teachers in grades K-8 during the 2019-2020 and 2020-2021 school years. A committee consisting of teachers provided input and guidance for curriculum selection. A TK science program by the same publisher was viewed and chosen by TK teachers. A presentation was made to the School Board and materials were adopted in February of 2021. Teachers received materials and were trained in the new science adoptions at the end of the 2020-2021 school year in preparation for the 2021-2022 school year. The science adoption materials contain resources for English Learners and students needing academic support.	\$37,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Universal screening, formative assessments and MTSS progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and to monitor student progress. Data will be analyzed specific to English Learners, foster youth, homeless youth and low income students to determine if instructional strategies are effective. The EduClimber data management program will be utilized to gather, analyze and communicate academic data to staff. Data will be used in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, PathBlazer/Compass Learning will be available to individualize instruction as NWEA levels populate to PathBlazer to assist in targeting specific student academic needs.	\$83,980.00	Yes
1.4	Professional Learning Communities (PLC)	Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly PLC team meetings, making regular reports to administration, communicating leadership team decisions to the grade level/department PLC team, and other negotiated duties. The focus of the PLC team and Leadership Team meetings will be on student achievement and meeting the needs of at-risk students, specifically English Learners, foster students, homeless students, English Learners, low-income students, and students with disabilities. Special Education teachers can join general education teachers in these discussions.	\$101,296.00	Yes
1.5	On-Site Intervention	Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers, and the grade level teaching team (Tier 1 and 2). TOSAs will provide support for identification of and training in effective, research-based intervention for at-risk youth (ELs, foster/homeless youth, low-income students, and students with disabilities).	\$550,643.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Professional Consulting, Support Programs	Professional consulting in the areas of English/Language Arts and Math will be available to teachers and administrators for support in focusing on students who are performing below standard. Programs will be utilized to double- and triple-dose students in need of additional instruction and practice. Instruction may also be provided during non-school hours and during breaks in school. Providing strategies in supporting at-promise students including English Learners, foster youth, homeless youth, low-income students will be the main focus.	\$60,000.00	Yes
1.7	English Language Development (ELD) Support	Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers in the delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English Learners (LTEL).	\$185,597.00	Yes
1.8	Extra Support for Foster/Homeless Students	Small-group and individual tutoring will be made available for at-promise foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth.	\$13,000.00	Yes
1.9	Executive Director of Curriculum & Instruction	All teachers and administrators will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of the Executive Director of Curriculum & Instruction. The executive director will ensure that the MTSS plan is complete and implemented with fidelity. The Director will gather and monitor school site and district data to insure that at-promise students, especially English Learners, foster and homeless youth, students with special needs and low income students are receiving needed interventions and are making adequate	\$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		progress. The executive director will regularly consult with site leadership teams to evaluate, monitor and revise program structures to meet the needs of at-promise students, specifically, English Learners, foster youth, homeless youth, students with special needs and low income students.		
<b>1.10</b>	Implementation of Summer Extended Learning Opportunities	Students will be offered a two- or four-week summer session that will focus on reading/math intervention and academic acceleration. Students entering grades 1-6 will be offered a four week session. Students entering TK/K, 7, and/or 8 will be offered a two week "jump start" session right before school starts. Students in at-promise groups (homeless, foster, EL, students with special needs, and low income) will be given priority enrollment.	\$470,000.00	Yes
<b>1.11</b>	Extended Learning Opportunities - Instructional Assistants in kindergarten	Instructional assistants will be placed in full day kindergarten classrooms to support academic and behavioral needs of students. Priority for support will be given to at risk students (English Learners, homeless, foster, and low income students).	\$285,894.00	Yes
<b>1.12</b>	Implementation of Full Day Kindergarten	Kindergarteners will attend school in a full day schedule. Previously, kindergarten was on a staggered day schedule with a mid-day overlap.	\$0.00	No
<b>1.13</b>	Program Specialist	The program specialist will focus on the Multi-Tiered Systems of Support System (MTSS) to focus on the academic and social-emotional needs of our at-promise students (English learners, homeless, foster, students with special needs, and low income students). This person will also focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and social emotional needs of our at-promise students (English Learners, homeless youth, foster youth, students with disabilities, and low-income students).	\$126,112.00	Yes

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.

All actions outlined for Goal 1 were implemented as planned. We did make the following adjustments:

- At the outset of the year, students and families in the new Orcutt School for Independent Study (OSIS) were provided district adopted textbooks and teacher's editions. In most cases the district had enough additional textbooks and TEs on hand due to declining enrollment, but some additional textbooks and TEs did need to be purchased.
- In Spring 2022, an additional community liaison was hired to give the district a total of four community liaisons and a bilingual secretary available to handle translation needs for families in need of them. Initiatives such as full-day kindergarten, the expansion of transitional kindergarten, and Expanded Learning Opportunities Program (ELOP)-funded childcare have increased the amount of communication the district needs to facilitate to and from families.
- The district had intentions to provide more tutoring services to foster youth and students experiencing homelessness; however, very few teachers volunteered to do the tutoring and the district was able to implement only a fraction of what it had hoped to do. The tutoring that did occur was paid out of other funds.

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 Teacher on Special Assignment (TOSA) support (\$423,000 in 2021-2022) came in approximately \$88,103 over budget due to negotiated compensation increases for teachers and the need for TOSAs to timesheet additional hours for numerous afterschool meetings.

1.2 Standards-Based Materials (\$5,000 in 2021-2022) came in \$70,000 under budget. No additional science materials needed to be purchased, and the provision of district adopted curriculum to OSIS was able to be done mostly out of the district's stock of textbooks and teacher's editions.

1.3 Universal Screening/MTSS/Progress Monitoring (no expenditures in 2021-2022) came in \$129,389 under budget because licenses and subscriptions to EduClimber, NWEA, Acadience, and PathBlazer/Compass Learning were purchased in the previous school year.

1.5 On-Site Intervention (\$275,000 in 2021-2022) came in \$103,153 under budget for two reasons: (1) hourly support teachers who typically do intervention work with students often were pulled to substitute for classroom teachers and (2) some schools had difficulty recruiting hourly support teachers and were understaffed.

1.6 Professional Consulting (\$40,000 in 2021-2022) came in \$140,000 under budget because the year-long shortage of substitute teachers meant it was difficult for release teachers to participate in professional development. The Educational Services Department chose to prioritize around one consultant, Michele Douglass, who focused on math instruction in grades 3-5 while providing generalized math PD to other teachers.

1.7 English Language Development (ELD) support (\$163,785 in 2021-2022) came in \$7,754 under budget due to the departure of two community liaisons and consequent periods where the district was understaffed. Both liaisons have been replaced and a fourth liaison added.

1.8 Extra Support for Foster/Homeless Students (no expenditures in 2021-2022) came in \$13,000 under budget due to a lack of teachers interested to doing the tutoring. Some tutoring did occur but the district was not able to realize its plan due to the staffing shortfall. The tutoring that did occur was paid out of other funds.

1.9 Executive Director of Curriculum & Instruction (\$185,000 in 2021-2022) came in \$10,000 over budget due to negotiated compensation increases.

1.10 Implementation of Summer Extended Learning Opportunities (\$454,000 in 2021-2022) came in \$16,000 under budget but was implemented as planned.

1.11 Extended Learning Opportunities - Instructional Assistants in Kindergarten (\$230,000 in 2021-2022) came in \$65,000 over budget due to negotiated compensation increases and the hiring of more IAs than projected.

1.13 Program Specialist (\$165,000) came in \$38,888 over budget due negotiated compensation increases and the hiring of a person with more creditable experience than projected.

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

While NWEA scores show student achievement has been impacted by COVID-19 and the resulting interruptions to in-person instruction, there is evidence that student achievement is rebounding. Reading achievement is improving, which validates the district's significant efforts around reading instruction, progress monitoring, and reading intervention. Math achievement is bouncing back a bit but still features levels of proficiency districtwide and for subgroups that are lower than proficiency levels in reading. This points to a need for a district focus on math achievement in 2022-2023. Tier 1 math instruction can improve, and students can benefit from more progress monitoring and intervention in math.

With these priorities for student achievement, Goal 1 puts in place the needed infrastructure and supports. Teachers on Special Assignment and the Executive Director of Curriculum & Instruction provide critical support to school sites with instructional practice, progress monitoring, and intervention, with TOSAs focusing on assistance for teachers and the executive director focusing on assistance to principals. TOSAs and



the executive director put significant emphasis helping schools with English Language Development (ELD); this includes the administration of state ELPAC testing and the implementation of the new Ellevation online platform for English Learner student data. Meanwhile, the program specialist funded by the LCAP functions as a valuable resource for improving academic achievement among students with disabilities.

Full-day kindergarten was implemented this school year with the goal of providing students a stronger academic program as well as more time to meet developmental needs. Instructional assistants have been hired to support students, and by all reports teachers and instructional assistants have collaborated well around student needs. Kindergarten teachers will be meeting with district administrators in June 2022 to plan best next steps for full-day K in 2022-2023.

The provision of district curriculum to students in the new Orcutt School for Independent Study has mostly gone well. Grades 6-8 have experienced difficulty with the district-adopted math curriculum (College Preparatory Mathematics) and grades 7-8 have had difficulty with the district curriculum in science (Amplify) because both curricula rely heavily on in-classroom student collaboration -- something not possible in the format of independent study. Accordingly, the district is looking at alternate options for both curricula for 2022-2023.

Input from educational partners via LCAP Survey 3 (186 respondents) showed general validation for the effectiveness of actions developed for Goal 1. Actions with the highest ratings for effectiveness included standards-based textbooks and materials (82.06% of respondents rating as "highly effective" or "effective"), extra support for foster/homeless youth (79.03%), instructional assistants in kindergarten (78.49%), English Language Development for English Learners (76.21%), and on-site academic intervention (74.59%). Other actions received ratings for effectiveness ranging between 62% and 74% "highly effective" or "effective," with no action receiving substantial ratings in the "somewhat effective" or "not effective" columns. Additional actions suggested by respondents included making sure to have substitutes for intervention teachers and instructional assistants when they are absent, planning more hands-on activities, having teachers plan office hours before or after school for provision of one-on-one support, offering more tutoring services, implementing structured math intervention modeled after the reading intervention program, using "e-textbooks" more, returning to a partial-day schedule for kindergartners, providing more learning options or methods for students with ADHD or ADD, and lowering class size.

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.

No changes to Goal 1 and associated metrics, desired outcomes, or actions are planned. Input from educational partners and reflection on the 2021-2022 school year have validated the actions stated here. Looking ahead to 2022-2023, we have identified the following priorities:

- Math, both initial classroom instruction (Tier 1) and intervention (Tier 2). The Educational Services Department is planning to make math a focus for professional development.
- English/language arts, both initial classroom instruction (Tier 1) and intervention (Tier 2). We are seeing progress in this subject area but want to continue our work here.
- English Language Development (ELD) for English Learners. The emphasis needs to be on reading, writing, and academic English so students at higher ELPAC levels can accomplish redesignation.

- Targeted academic intervention at each site. Continued attention needs to be invested into research-based interventions at all of our schools.
- Integrating academic support in afterschool childcare. State Expanded Learning Opportunities Program (ELOP) funding for childcare for unduplicated students gives us the opportunity to hire teachers to provide intervention, tutoring, and extra support to these students.
- Data analysis. School and district administrators need to have regular opportunities for analyzing student achievement data, subgroup data, survey results, and all other pertinent data strands.

**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	<p>We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.</p> <p>State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 7 (Course Access: Conditions of Learning) Local Priority: OUSD Strategic Plan</p>

An explanation of why the LEA has developed this goal.

Our stakeholder group of parents, administrators, teachers, parents, and community members set "Future Ready" as a Goal in our Strategic Plan. This group strongly feels that students need to participate in activities that focus on real-world events to make learning meaningful and to be sure that students are ready to successfully participate in a global society when they leave the Orcutt School District.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of course/enrichment offerings that focus on future ready skills.	<p>Six of our eight schools (five elementary schools and one junior high school) have a FIRST Lego League team that meets, develops projects, and competes in a regional tournament.</p> <p>CTE classes are being planned to start in the 2021-2022 school year.</p>	<p>Due to the continuance of COVID-19, a full-fledged FIRST Lego League season and competition could not occur this fall. The OAHS Robotics Team hosted two district schools for a Lego League demonstration done on Zoom.</p> <p>Lakeview and Orcutt junior high schools</p>			<p>Each elementary and junior high school will have a FIRST Lego League team. CTE classes will be offered at each junior high school. E Sports will be available for junior high students. Students in junior high will be participating in classes at the local junior college.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	E-sports are being planned to start in the 2021-2022 school year.	<p>have capitalized on CTE Career Exploration funding to implement Project Lead the Way's Design and Modeling module in their STEAM elective.</p> <p>E-sports have not yet been implemented at the junior high school level. We are hoping to expand into our junior highs in 2022-2023.</p>			
Principal SAMR Survey (Analysis of level of use of technology in classroom lessons) Technology use in the classroom was defined as Enhancement (Substitution, Augmentation) or Transformational (Modification, Redefinition)	<p>Of the teachers using technology in class at the time of the administrator visit,</p> <p>1.69% Redefinition 13.56% Modification 66.10% Augmentation 18.64% Substitution</p> <p>(19.18% Technology not in use)</p> <p>52% of teachers were using technology with a "somewhat or direct" connection to the lesson.</p>	<p>The SAMR Survey was administered by school administrators in Spring 2022. Based on 117 classroom visits, results are as follows:</p> <p>3.42% Redefinition 12.82% Modification 34.19% Augmentation 23.08% Substitution</p> <p>(26.50% Technology not in use)</p> <p>55.56% of teachers were using technology</p>			Evidence of transformational use of technology (Modification or Redefinition) will increase by 20%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		with a "somewhat or direct" connection to the lesson.			
Digital Citizenship Accounting Survey	Teachers are asked to utilize Common Sense Media (or similar) curriculum to teach Digital Citizenship skills to teachers. Currently, participation is not recorded.	Digital citizenship has been prioritized for instruction in grades 6-8 but no data on how many lessons have been taught is available.			All teachers will teach at least five digital citizenship lessons to student each school year.
Student-computer device/internet access ratio	Each student is given a district computer device (iPad/Chromebook) to use at home and at school. A hotspot is available to families who do not have internet access.	The OUSD Technology Department has provided a device to all OUSD students and a WiFi hot spot to families with no internet access.			Each student will be given a computer device to use at home and at school. A hotspot will be available to families who do not have internet access.
Career and Technical Education (CTE) Student Course Access	CTE classes have not been offered yet. We plan to offer CTE elective sections in the 2021-22 school year.	A STEAM elective course at Lakeview and Orcutt junior high schools has been transformed into a CTE course featuring Project Lead the Way (PLTW) curriculum. Students are enjoying the Design and Modeling module of PLTW.			At-risk students (EL, foster, homeless, low-income) have equitable access to CTE classes.

# Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Programming	Career and Technical Education (CTE) Classes will be available to all junior high students. Equitable course access will be available for at-promise students (foster, homeless, EL, low income).	\$68,000.00	Yes
2.2	Focus on Future Ready Enrichment Opportunities	E-sports will be available to junior high students with equitable access to students in at-promise groups (foster, homeless, low income, EL). Additional opportunities will be available such as coding, digital media, etc. to all students in all grade levels again with equitable access to students in at-promise groups (foster, homeless, low-income, EL).		Yes
2.3	Professional Development in Integration of Technology for Future Ready Skills	Teachers will receive professional development in the integration of technology for future ready skills by TOSAs, consultants, outside workshops/conferences. Priority will be given to technology and PD that focuses on needs of at-promise learners including homeless, foster, EL, low income and students with disabilities.	\$59,259.00	Yes
2.4	Technology Devices for Students	Each student will be issued a technology device (chromebook or iPad) to be used at home and at school. Hotspots will be available for students who do not have adequate access to wifi. If wifi cannot be accessible at home, arrangements will be made so that students can be on campus additional time to be able to access wifi.	\$400,000.00	No
2.5	Creative Learning Environments	Staff will investigate alternatives for creative learning environments, including furniture, technology, physical space, and tools to improve student engagement and learning.	\$0.00	No

## Goal Analysis [2021-22]

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

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

All actions outlined for Goal 2 were mostly implemented as planned. We did need to make the following adjustments:

- CTE Career Exploration curriculum through Project Lead the Way has been implemented at Lakeview and Orcutt junior high schools but not yet at Olga Reed School in Los Alamos. The Olga Reed/Orcutt Academy campus is working on a suitable time slot for this curriculum.
- E-sports have been implemented only on an initial basis at our junior high schools. The program focused on high school this school year and will expand more fully to junior highs in 2022-2023.

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 CTE Programming (\$18,930 in 2021-2022) came in \$11,070 under budget because the cost of Project Lead the Way curriculum and training came in below projection and CTE Career Exploration programming still has not been implemented at Olga Reed School.

2.2 Focus on Future Ready Enrichment Opportunities (\$13,409 in 2021-2022) came in \$36,591 under budget because expenses associated with setting up an E-sports room and computer gaming options for students simply have not been as high as projected.

2.3 Professional Development in Integration of Technology for Future Ready Skills (\$29,400 in 2021-2022) came in \$10,600 under budget because some training was not able to take place due to release time being impacted by a lack of substitute teachers.

2.4 Technology Devices for Students (\$1,061,496 in 2021-2022) came in \$361,496 over budget because of rising costs of technology devices and the need for device replacement.

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

The provision of technology devices to all students has been transformative in helping students to be "future ready." The SAMR Survey administered in association with this LCAP goal showed (1) a higher percentage of lessons in which technology use is directly connected and needed for task completion, with students determining which application would best address their needs; and (2) a higher percentage of classrooms featuring technology-reliant lessons and activities that allow for the creation of new tasks. The next step for technology will be to work with community organizations to improve home internet access. In May 2022, the district participated with County Supervisor Bob Nelson, the EconAlliance of Northern Santa Barbara County, and a regional broadband consortium in a community meeting focused on bringing "broadband" -- high-speed, high-bandwidth internet access -- to this area. Most of our students' homes have a connection to the internet, but the connection is not robust enough to accommodate the multimedia applications increasingly used in education. Reduced-price

internet service (such as the \$9.99/month deal through Xfinity) and hot spots also do not provide a sufficient connection. Broadband access is necessary for our students and district to be truly ready for the future.

The introduction of Project Lead the Way curriculum at Lakeview and Orcutt junior high schools is an important component of the district's vision to implement Career and Technical Education (CTE) programming. PLTW is a widely used, highly respected program for project-based STEM (Science, Technology, Engineering, and Mathematics) programming in grades K-12. For this school year, we selected a PLTW module called Design and Modeling that includes numerous hands-on projects that engage students in applying the design process to creatively solve problems. PLTW appears to be well received by students, and the district has the opportunity to build on this in 2022-2023.

Input from educational partners via LCAP Survey 3 (186 respondents) showed strong validation for most actions developed for Goal 2. Actions with the highest ratings for effectiveness included distribution of technology devices to all students (94.05% of respondents rating as "highly effective" or "effective"), professional development in integration of technology (82.16%), Career and Technical Education (CTE) classes/offerings for secondary students (78.82%), and creative learning environments (78.26%). E-sports offerings for secondary students received a rating of 46.45% "highly effective" or "effective", but it should be noted that the initiative has not yet been implemented at the junior high schools and 19.67% of respondents indicated they had "no opinion." Additional actions suggested by respondents included upgrading technology devices provided to secondary students to include MacBooks, offering more electives centered around technology and coding, making technology education mandatory, continuing Community Interviews at junior high schools, and establishing more outdoor learning environments.

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.

No changes to Goal 2 and associated metrics, desired outcomes, or actions are planned. Input from educational partners and reflection on the 2021-2022 school year have validated the actions stated here. Looking ahead to 2022-2023, we have identified the following priorities:

- Making digital citizenship a districtwide focus. This needs to involve multiple forces: the Educational Services Department, the Technology Department, school administrators, and classroom teachers.
- Continuing professional development in effective integration of technology, with the goal of seeking technology use that redefines learning.
- Expanding CTE programming to include Olga Reed School in Los Alamos. Students at Olga Reed can benefit from access to the Project Lead the Way curriculum.
- Expanding E-sports to junior high schools and possibly upper elementary grades. The Technology Department is anxious to promote this opportunity with students.
- Participating in community efforts to bring broadband to our communities.
- Capitalizing on federal ESSER III funding to establish more outdoor learning spaces on our campuses.



**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	<p>We will provide our staff inspiring, relevant, and meaningful learning and wellness opportunities in a safe supportive environment to prepare for the ever-changing needs of our district.</p> <p>State Priorities: Priority 1 (Basic: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Priority 7 (Course Access: Conditions of Learning)                      Local Priority: OUSD Strategic Plan</p>

An explanation of why the LEA has developed this goal.

The teacher stakeholder group shared that continuing weekly PLC opportunities is essential. Parents noted that access to intervention is important for at-promise students. Teachers noted that being able to have a schedule which allows for each student to have the opportunity to get the skills he/she needs (intervention/extension) is important. Administrators, teachers, parents and community members discussed the benefits of having certificated PE and music teachers who work with students during one session of teacher PLC time each week.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of times per week teachers meet in a PLC group.	<p>TK-6 teachers meet twice weekly in PLC groups.</p> <p>7/8 teachers meet once weekly in PLC groups.</p>	<p>TK-6 teachers are meeting twice weekly in grade-level PLC groups.</p> <p>Grades 7/8 teachers are meeting once weekly in departmental PLC groups.</p>			<p>TK-6 teachers will meet twice weekly in PLC groups.</p> <p>7/8 teachers will meet once weekly in PLC groups.</p>
PLC Self-Rating Device - (Teachers	Scores 1-5 (1= low, 5 = high)	The self-rating device for PLCs was			Using the PLC Self-Rating Device,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
rating competency in grade level team or department team in use of PLC features)	3.86 Essential Standards 3.94 PLC Teams 3.56 Use of Data 3.61 Use of Common Formative Assessment 3.18 Use of RTI/MTSS for Intervention	administered in Spring 2022.  Scores 1-5 (1= low, 5 = high)  3.8 Essential Standards 4.1 PLC Teams 3.7 Use of Data 3.7 Use of Common Formative Assessment 3.5 Use of RTI/MTSS for Intervention			teachers will rate their competency in grade level teams or department teams above 4 in each area.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Restructuring Instructional Time	Time is built into the school day for all teachers to meet weekly for at least 60 minutes. In addition, elementary school teachers have a 90 minute weekly block of time to meet. This time for Professional Learning Communities (PLCs) is spent discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction for our students in at-risk groups (English Learners, foster, homeless, low-income, and Special Education). The Executive Director of Curriculum & Instruction and TOSAs analyze student intervention data regularly with a focus on at-risk students (English Learners, homeless, foster, low income, and students with disabilities). Funds are used to compensate teachers for increasing their work day.	\$644,754.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Professional Development in Universal Design for Learning	Administrators and teachers will receive inservice in UDL to learn strategies to assist students in at-risk groups (SWD, foster, homeless, ELs, low-income) to successfully participate in instruction. Additionally, learning strategies such as Problem-Based Learning, Questioning, Literature Circles, Center-Based Learning, Socratic Instruction, etc. will be considered to engage students.	\$5,000.00	Yes

## Goal Analysis [2021-22]

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

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

All actions outlined for Goal 3 were implemented as planned. We did make the following adjustment:

- Professional Development in Universal Design for Learning was postponed until 2022-2023 based on (1) release time being impacted by the lack of substitute teachers and (2) the continuation of COVID-19 this school year and its time demands on school administrators.

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.

3.2 Professional Development in Universal Design for Learning (no expenditures in 2021-2022) came in \$5,000 under budget because it has been postponed until 2022-2023.

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

Professional Learning Communities (PLCs) have been an indispensable venue for teacher collaboration around student learning and improved student outcomes. This school year was not what it was expected to be in that COVID-19 continued and for most of the year schools and classrooms were heavily impacted by COVID-19 cases and a revolving door of sorts where some students were going out on quarantine while other students were cleared for return. Some teachers had to cope with COVID-19 themselves. Through all of this, PLCs served as a place where teachers received moral support from colleagues and were able to collaborate on instructional planning, progress monitoring, analysis of data, and classroom interventions. It is difficult to imagine students doing as well in 2021-2022 without PLCs being present for teachers.

Input from educational partners via LCAP Survey 3 (186 respondents) showed validation for the effectiveness of actions developed for Goal 3. Time for teachers to meet in Professional Learning Communities (79.46% of respondents rating as "highly effective" or "effective") and

professional development for staff in mental/physical wellness (69.19%) were valued by survey respondents. Training for staff in Universal Design for Learning received 65.95% "highly effective" or "effective" ratings, but it should be noted that the training has not yet been implemented and 14.05% of respondents indicated "no opinion." Additional actions suggested by respondents included incorporating more teacher choice in professional development, holding "kindness challenges" for students, educating staff on acceptance of LGBTQ+ youth, professional development in brain research, and giving students a place to provide anonymous feedback to teachers.

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.

No changes to Goal 3 and associated metrics, desired outcomes, or actions are planned. Input from educational partners and reflection on the 2021-2022 school year have validated the actions stated here. Looking ahead to 2022-2023, we have identified the following priorities:

- Revisiting the basic tenets of Professional Learning Communities (PLCs). The district has not hosted a basic PLC training or sent staff to a PLC conference since prior to the pandemic; with so many newer teachers on board, all PLC teams will benefit from reacquainting themselves with the essential questions and processes of PLCs.
- Professional development in dealing with student behaviors, including severe acting-out behaviors. Numerous teachers and instructional assistants have requested this.
- Professional development in Early Childhood Education for transitional kindergarten teachers. This will help our TK teachers to prepare for the expansion of their grade level to include most all 4-year-olds by 2025-2026.
- Professional development for school and district administrators. Requested topics include leadership, being an instructional leader, and school culture.
- Continue with current math consultant Michele Douglass while seeking out a quality English/language arts consultant. The district has profited greatly from its association with E/LA consultant Tina Pelletier, but she has retired and we need to identify another person to assist us with E/LA instruction, progress monitoring, and intervention.

**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	<p>We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.</p> <p>State Priorities: Priority 3 (Parental Involvement: Engagement), Priority 5 (Pupil Engagement: Engagement), Priority 6 (School Climate: Engagement), Priority 8 (Other Pupil Outcomes: Pupil Outcomes)                      Local Priority: OUSD Strategic Plan</p>

An explanation of why the LEA has developed this goal.

All stakeholders (administrators, parents, teachers, students, community members) stated that student mental wellness is important.

In a Spring 2021 survey, 80% of parents responding indicated that "Increase Student Engagement" is a high priority. In the same survey in Spring 2020, 67% of parents responding indicated "Increase Student Engagement" is a high priority. One can speculate that school closure has increased the need for a focus on student engagement.

Teachers commented that the way the state calculates attendance (engagement) does not accurately portray student attendance or involvement in school. They noted that students with mental wellness issues might just be in a class Zoom for a few minutes and/or not feel comfortable using their video. Teachers recommend a focus on student mental wellness.

In a Fall 2020 student survey (grades 4-8) for the Single School Plans for Student Achievement, students were asked to determine if, "At my school and during distance learning, there is a teacher or other adult who really cares about me." Results varied at each school, with a range of 41-59% of students responding indicated that this sentence is "very much true".

In a Spring 2021 survey, 77% of parents who responded indicated that "maintaining a positive school climate (increase a sense of safety and school connectedness and reduce suspensions and expulsions)" is a high priority.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (Data from Aeries Student Information System)	<p>In the 2019-2020 school year, until school closer, the monthly average attendance rate was 95.81%.</p> <p>In the 2020-2021 school year from September - February, the monthly average "engagement: rate" was 97.08%.</p>	<p>Attendance has declined due to COVID-19, quarantining, and challenges with short-term independent study. The district attendance rate for 2021-2022 to date is 92.00%.</p>			Monthly Average Attendance Rate of 97% or higher.
Suspension/Expulsion Rate	<p>Student Group Suspension Information as reported by the California School Dashboard for the 2019-2020 school year (including school closure time):</p> <p>3.1% - All Students 4% - African American 0% - American Indian 0% - Asian 0% - Filipino 2.9% - Hispanic or Latino 3.7% - White 4% - Two or More Races</p>	<p>To date this school year we have the following suspension rates (182 students have been suspended):</p> <p>4.6% - All Students 5.1% - African American 6.4% - American Indian 2.9% - Asian 6.1% - Filipino 5.1% - Hispanic or Latino 4.3% - White 4.6% - Two or More Races</p>			Decrease suspension rate for "All Students" group and student groups above 2% to 2% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3% - English Learners 3.3% Socioeconomically Disadvantaged 17% - Foster Youth 4.5% - Homeless 4.7% - Special Education	4.5% - English Learners 7.0% Socioeconomically Disadvantaged 9.8% - Foster Youth 12.1% - Homeless 6.5% - Special Education			
Parent Survey (LCAP Survey 2)	School Communication Level Spring 2021 Parent Survey School Communication Level 33% - Excellent 48% - Good 16% - Fair 3% - Poor	School Communication Level Spring 2022 Parent Survey School Communication Level 43.6% - Excellent 44.4% - Good 8.7% - Fair 3.3% - Poor			90% of parents will indicate that the school communication level is Excellent/Good.
Middle School Dropout Rate	0%	No junior high school dropouts to date in 2021-2022			Maintain a middle school drop out rate of 0%.
School Participation in Positive Behavioral Interventions and Supports (PBIS)	The following schools began implementation in the 2017-18 school year: Joe Nightingale Patterson Road Alice Shaw Lakeview Junior High	With the return of students to full-time in-person instruction this school year, schools revisited their PBIS expectations (generally in an acronym) with students. Schools have focused on Tier			All schools will be in full implementation of Tiers 1 & 2 of PBIS.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>The following schools began implementation in 2018-19 school year: Ralph Dunlap Pine Grove Olga Reed Orcutt Junior High School</p> <p>All school staffs have had training in Tier 1. Tier 2 has been introduced. All school staffs will need review as they return to implementation in the 2021-22 school year due to school closure.</p>	1 PBIS implementation for this school year.			
Physical Fitness Test - Healthy Fitness Zone (HFZ)	<p>2018-19 Percent of Students in HFZ Grade 5 54.7% - Aerobic Capacity 60.7% - Body Composition 81.3% - Abdominal Strength 93.8% - Trunk Extension Strength 65.1% - Upper Body Strength 52.4% - Flexibility</p>	State fitness testing was administered this spring, but the body composition requirement was removed and the reporting of student performance using the Healthy Fitness Zones is not required. The focus of state fitness testing results will be student participation.			The percent of students scoring in the HFz will increase by 4% (or to 80%) for all areas below 80%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 7 61.2% - Aerobic Capacity 63% - Body Composition 78.6% - Abdominal Strength 76% - Trunk Extension Strength 63% - Upper Body Strength 68.1% - Flexibility				
Chronic Absenteeism	2018-19 Chronic Absenteeism Rate 9.3% - All Students 7% - English Learners 21.6% - Foster Youth 26.8% - Homeless 13.5% Socioeconomically Disadvantaged 14.4% - SWDs	2021-2022 Chronic Absenteeism Rate 27.52% - All Students 26.2% - English Learners 24.4% - Foster Youth 43.4% - Homeless 35.4% Socioeconomically Disadvantaged 39.8% - SWDs			Chronic Absenteeism will decrease by 4% for "All" students and each student group.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Art/Music Provided to Students While Teachers Are in PLC Meetings	Every student in grades K-6 will receive weekly classroom music instruction with a credentialed music teacher. This time will be coordinated with visual arts instruction and physical education to allow teachers to meet in Professional Learning Community groups to focus	\$368,177.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on student achievement. Professional development for music teachers will be available. The Orcutt Children's Arts Foundation will assist with funding for the art program. Providing PLC time for teachers to discuss student performance will contribute to improving services for at-promise students which include homeless, foster, English Learners, and low-income students.		
4.2	Counseling Services	Continue counseling services at all District schools with credentialed counselors hired directly by the District. Priority for services to target the needs of English Learners, foster/homeless youth, and low-income students.	\$362,914.00	Yes
4.3	Implementation of Positive Behavioral Interventions and Supports (PBIS)	PBIS implementation and training for each school will continue. Funds will be used for substitute teachers for attendance at PBIS training as well as the contract with Cal Tac to provide PBIS training. The goal of PBIS is to reduce suspensions and to increase attendance. Attendance and suspension data of at-promise students (ELs, foster, homeless, low-income, and students with disabilities) will be closely monitored. The EduClimber data management program will be utilized to gather, analyze and communicate academic data to staff. School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-promise student groups: EL, foster, homeless, low income, and Special Education).	\$58,746.00	Yes
4.4	Focus on Attendance Data	With the direction and support of the district Educational Services Department, schools will collect and analyze attendance data monthly with a focus on at-promise student groups (low income, foster, homeless, English learners, and students with special needs). School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) attendance incentive opportunities for individual students (again, with an emphasis on at-promise student	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		groups: foster, homeless, English learners, low income, and students with special needs).		
4.5	Focus on Positive Behavior/Suspension /Expulsion Data	Under the direction and with the support of the district Educational Services Department, schools will collect and analyze suspension and expulsion data monthly with a priority focus on at-promise student groups (English learners, foster, homeless, special education, low income students). School leadership teams will analyze this data at least monthly to evaluate and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-promise student groups: English learners, foster, homeless, low income, and students with special needs).	\$0.00	Yes
4.6	Provide Credentialed PE Teachers for TK-6 Students	Provide additional time for targeted instruction and Professional Learning Communities, especially for English Learners, foster youth, homeless youth, and low income students through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades TK-6. Class sizes larger than 50 students will receive support from a PE Classified Instructional Assistant. Materials and equipment will be provided to support equal access to PE standards and programming. The PE program will have a social-emotional focus to target needs of at-promise students (English learners, foster, homeless, low-income).	\$555,745.00	Yes
4.7	Parent Square Home/School Communication Platform	Continue district/teacher/parent access to Parent Square.	\$42,000.00	Yes
4.8	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Implementation of weekly enrichment instruction for students encouraging innovation through creativity, critical thinking, collaboration, and communication in grades TK-6 to provide additional time for professional development, Professional Learning Communities, and teacher collaboration, especially focused on	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meeting the needs of English Learners, foster youth, homeless youth and low income students in grades TK-6. Certificated hourly teachers are contracted and trained to provide instruction to students.		
<b>4.9</b>	Social/Emotional Focus	<p>Under the direction and with the support of the Educational Services Department, Social Emotional Learning (SEL) curriculum will be identified and implemented to all students TK-8.</p> <p>A committee of administrators, teachers, and counselors will focus on emotional health and wellbeing of students in recommending an SEL curriculum with a focus on students in at-risk groups (foster and homeless youth, students with disabilities, English Learners, and low-income students). A particular curriculum, Social, Emotional, and Ethical (SEE) Learning, has been piloted and has been well received, and the committee simply needs to work out a plan for adoption, training, and implementation.</p> <p>Funds will be spent on staff training, programs, release time, and materials.</p>	\$50,000.00	Yes
<b>4.10</b>	Social Worker  (Action discontinued for 2022-2023)	<p>A social worker will be added to the OUSD staff to target and meet the needs of students in at-risk groups (special education, homeless, foster, low-income, and English Learners).</p> <p>(An additional elementary counselor was funded instead of a social worker. The position was not paid for out of LCAP funds. See note later in this section.)</p>		Yes
<b>4.11</b>	Vice Principal	A vice principal will be on site at four Title I schools an additional day (supplemental to the number of days provided at non-Title I schools) to coordinate services to target the needs of English learners,	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster/homeless youth, and low income students, and to work with the parents of these at-risk students to support academic and behavioral needs.		

## 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.

All actions outlined for Goal 4 were implemented as planned. We did make the following adjustments:

- PBIS implementation focused on Tier 1 this year, as schools revisited their matrix of expectations for student behavior and focused communication and incentives on reinforcing these expectations.
- During most of the year, afterschool and during-school enrichment opportunities were not possible due to the continuation of COVID-19 and associated health restrictions.
- The district has identified Social, Emotional, and Ethical (SEE) Learning as an SEL curriculum but has not been able to move forward with training due to (1) requirements of SEE Learning that district staff still need to fulfill and (2) the lack of substitute teachers who can provide release time. SEE Learning training and implementation has been postponed until 2022-2023.
- The district opted not to hire a social worker, instead hiring an additional elementary counselor to address an increased need for student social/emotional 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.

4.6 Provide Credentialed P.E. Teachers for TK-6 Students (\$550,000 in 2021-2022) came in \$34,489 over budget due to negotiated compensation increases for teachers.

4.8 Enrichment Opportunities (\$8,000 in 2021-2022) came in \$32,000 under budget due to the inability to hold afterschool and during-school activities because of COVID-19 health restrictions.

4.9 Social Emotional Focus (no expenditures in 2021-2022) came in \$50,000 under budget because implementation of SEE Learning has been postponed until 2022-2023.

4.10 Social Worker (\$91,000 in 2021-2022 for an elementary counselor) came in \$39,000 under budget because a social worker was not hired. The district opted instead to add an additional elementary counselor.

4.11 Vice-Principal (\$57,000 in 2021-2022) came in \$27,000 over budget because more vice-principal services were needed during the school year to address an increase in severe student behaviors.

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

Student attendance this school year was greatly impacted by the continuation of COVID-19. The district's attendance rate declined substantially while the rate of chronic absenteeism rose dramatically. For students who were truant, a positive step was taken by the local School Attendance Review Board (SARB). SARB streamlined its process for school referrals and was able to hold a meeting for each OUSD referral. In some cases, the County District Attorney's Office was involved with follow-up. Attendance did improve as the year progressed, and we have hopes that it will return to pre-pandemic rates in 2022-2023.

Sadly, a district record for number of student suspensions was set in 2021-2022. Suspensions were up at all sites, but especially at the junior high schools, due to an increase in student-on-student aggression, social media challenges that goaded students into misbehavior, and substance use. Severe behaviors including social media threats, vandalism of school facilities, and use of substances such as cannabis (and possibly fentanyl) point to a need for more student education, more parent education, more staff training, and more student supervision. In Orcutt, PBIS has been effective at communicating schoolwide expectations to the student body at large, but something more is needed to address severe behaviors such as those described here. Counselors, who have been very busy throughout the current year in responding to student social/emotional needs, can play a role in helping this situation in 2022-2023.

A bright spot relative to Goal 4 is school-home communication, as high levels of parents term school communication as being "excellent" or "good." The Parent Square platform for school-home communication has proven to be highly effective in tailoring communication to the format and language selected by parents.

Input from educational partners via LCAP Survey 3 (186 respondents) showed general validation for the effectiveness of actions developed for Goal 4. Actions with the highest ratings for effectiveness included counseling services for students (87.03% of respondents rating as "highly effective" or "effective"), music and art instruction for grades K-6 (83.87%), and credentialed physical education teachers for grades TK-6 (77.96%). Other actions received ratings for effectiveness ranging between 66% and 74% "highly effective" or "effective," with no action receiving substantial ratings in the "somewhat effective" or "not effective" columns. Additional actions suggested by respondents included providing more afterschool/extracurricular opportunities for students, planning more field trips, getting more buy-in for PBIS from older students, having periodic mental health "check-ins" with students, increasing counseling services, and increasing vice-principal support.

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.

No changes to Goal 4 and associated metrics and desired outcomes are planned. Action 4.10 has been discontinued, as an additional elementary counselor was hired instead of a social worker. Input from educational partners and reflection on the 2021-2022 school year have

validated the current actions and the change to Action 4.10 stated here. Looking ahead to 2022-2023, we have identified the following priorities:

- Analyzing what happened with student suspensions in 2021-2022 and developing an action plan for improvement. Likely next steps include student education, parent education, staff training, more (or different) student supervision, and involvement of community resources.
- Continuing the district's path with PBIS. For schools the 2021-2022 school year was about revisiting their expectations and matrices, but the coming year needs to entail progress to Tier 2 of PBIS implementation and beyond. As possible, the district also would like to implement additional training in "PBIS in the Classroom," as it was well received by district teachers prior to the pandemic.
- Implementation of SEE Learning. The district is ready to adopt SEE Learning as its social/emotional learning curriculum, and 2022-2023 will need to be devoted to staff training. We also would like to look into universal screeners for student social/emotional needs.
- Working toward improved student attendance. We are hoping COVID-19 subsides so we can work, through communication and accountability, to have students resume more regular rates of attendance in 2022-2023.

**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)
\$3,221,273	0.00

## 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
8.59%	0.56%	\$196,022.00	9.15%

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.

Goal 1: We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- CAASPP E/LA and math results/California School Dashboard: Actions 1, 3, 4, 5, 6, 7, 8, 9, 10, 13
- English Learner progress on ELPAC: Actions 1, 4, 7, 9
- English Learner redesignation rate: Actions 1, 7, 9
- NWEA reading and math results: Actions 1, 3, 4, 5, 6, 7, 8, 9, 10, 13

Action 1 (TOSAs) TOSAs will instruct and support teachers in the implementation of MTSS, targeted intervention, and implementation of Tier 1 and Tier 2 instruction. TOSAs will provide support for identification and training in effect, research-based interventions for at-risk students (English learners, foster youth, homeless and low-income students). \*Teacher and administrators report that TOSAs are very valuable in supporting teachers in their delivery of Tier 1 and Tier 2 curriculum. These stakeholders also report that the TOSAs' focus on intervention is essential. Their leadership in monitoring data and the fidelity of the intervention programs is essential.

Action 3 (MTSS) Student screening and assessment data will be analyzed specific to at-promise students (foster, homeless, English learners, and low-income students). \*Teachers and administrators report that screening and monitoring progress of students within MTSS is essential in being able to know if every student is making progress. Research shows that implementation of MTSS results in student academic growth.

Action 4 (PLCs) PLC meetings will focus on the needs of at-promise students (foster, homeless, English learners and low-income students). \*Research shows that if teachers closely follow the PLC process, students will make progress.

Action 5 (Intervention) Priority for targeted support through on-site intervention will be given to students in the at-promise groups (homeless, foster, English learners and low income). \*Teachers and administrators shared that our research-based SIPPS reading intervention program is successful in helping students learn to read.

Action 6 (Professional Consulting, Support Programs) Providing strategies in supporting at-promise students (English learners, foster, homeless, and low income) will be the main focus of consultants and support programs.

Action 7 (ELD Support) An ELD TOSA will coach teachers in the delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English learners (LTELs). Bilingual community liaisons and bilingual staff will provide translation support and access to community/school/district resources. This will directly affect English learners. \*Our re-designation rate for 2021 is 13.4%. That is an increase from the 2020 re-designation rate of 12%.

Action 8 (Extra Support for Foster/Homeless Students) Small group and individual tutoring will be made available for at-promise foster and homeless students. Scholarships for fee-based enrichment programs will be made available to foster/homeless students. \*Teachers of foster and homeless students shared that the tutoring support was especially helpful during school closure. The teachers and tutors worked together to make sure that the support was targeted to the students' needs.

Action 9 (Executive Director of Curriculum & Instruction) The executive director will gather and monitor school site and district data to insure that at-promise students, especially English Learners, foster and homeless youth, and low-income students are receiving needed interventions and are making adequate progress. The Director will regularly consult with site leadership teams to evaluate, monitor and revise program structures to meet the needs of at-promise students, specifically English Learners, foster youth, homeless youth, and low-income students. \*Research shows that implementation of MTSS results in student academic growth.

Action 10 (Summer Sessions) Students in at-promise groups (homeless, foster, English learner, low-income) will be given priority enrollment.

Action 11 (Instructional Assistants in Kindergarten) Students in at-promise groups (homeless, foster, English learner, low-income) will be prioritized for support by instructional assistants.

Action 12 (Full-Day Kindergarten) The extension of kindergarten to a full day provides more time for academic instruction and more time for developmental activities and socialization for all students, including at-promise students (homeless, foster, English learner, low-income).

Action 13 (Program Specialist) The Program Specialist will focus on the academic and social-emotional needs of our at-promise students (English learners, homeless, foster, students with special needs, and low income students). This person will also focus on Positive Behavioral Interventions and Supports (PBIS) systems to address behavioral and social/emotional needs of our at promise students (English learners, homeless, foster, students with special needs, and low-income students).

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Goal 2: We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- Number of schools participating in FIRST Lego League: Action 2
- Number of schools/grade levels included in e-sports: Action 2
- District SAMR Survey: Actions 3, 4, 5
- Number of digital citizenship lessons completed: Action 3
- Number of CTE Career Exploration course offered to junior high school students: Action 1

Action 1 (Future Ready Course Offerings) Equitable course access will be available for at-promise students (homeless, foster, English learner, low-income).

Action 2 (Future Ready Enrichment) Equitable access to enrichment opportunities will be available for at-promise students (homeless, foster, English learner, low-income). \*Parents and teachers commented that it is important to give equal access to students in at-promise groups.

Action 3 (Professional Development in Integration of Technology) Priority of professional development topics will be those that focus on the needs of at-promise students (foster, homeless, English learner, low income).

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Goal 3: We will provide our staff inspiring, relevant, and meaningful learning and wellness opportunities in a safe, supportive environment, to prepare for the ever-changing needs of our district.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- Frequency and number of PLC meetings: Actions 1, 2
- PLC Self-Rating Device: Action 1

Action 1 (Restructuring Instructional Time) The focus is data collection and analysis. The priority of the focus is on data of students in at-

promise groups (homeless, foster, English learner, and low income).

Action 2 (Professional Development in Universal Design for Learning [UDL]) UDL is designed to focus on strategies that promote the diverse skills of all students, especially students in our at-promise groups (students with special needs, English learner, foster, and homeless)

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Goal 4: We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- Attendance rate: Actions 1, 3, 4, 8, 10, 11
- Chronic absenteeism rate: Actions 1, 3, 4, 8, 10, 11
- Suspension rate: Actions 2, 3, 5, 9, 10, 11
- School participation in PBIS: Actions 3, 11

Action 1 (Art/Music Provided to Students While Teachers Are in PLC Meetings) Providing PLC time for teachers to discuss students performance will contribute to improving services for students in at-promise groups (homeless, foster, English learners, and low-income students). \*Research shows that if teachers closely follow the PLC process, students will make significant academic progress. Also, results shows that providing students art and music instruction increases their understanding of academic instruction.

Action 2 (Counseling Services) Priority for services will target the needs of students in at-promise groups (foster, homeless, low-income, and English learner). \*Results of the California Healthy Kids Survey in 2018 and 2020 for junior high students show positive results that include an increase in “Caring adult relationships” from 58% to 70% and “High expectations-adults in school” from 74% to 79%.

Action 3 (Implementation of PBIS) The priority of data analysis of reduction of suspensions and increased attendance is for students in at-promise groups (foster, homeless, low-income, and English learner). \*PBIS is a researched based program that improves the social emotional environment of the school and reduces suspensions and expulsions. Also, teachers note that they feel that PBIS strategies such as Check-Ins are very helpful for their students with behavior issues.

Action 4 (Focus on Attendance Data) The priority of data analysis of increased attendance is for students in at-promise groups (foster, homeless, low income and English learner).

Action 5 (Focus on Positive Behavior/Suspension/Expulsion Data) The priority of data analysis of improved behavior skills and reduced suspensions is for students in at-promise groups (foster, homeless, low income, and English learner).

Action 6 (PE teachers to Provide Time for Teachers to Have PLC Meetings) The provision of this PE time is to allow teachers time for focus on targeted instruction prioritizing the needs of students in at-promise groups (foster, homeless, low income, and English learner). \*Research

shows that if teachers closely follow the PLC process, students will make significant academic progress.

Action 8 (Enrichment Opportunities) Visual arts teachers are in place to allow teachers time for focus on targeted instruction prioritizing the needs of students in at-risk groups (foster, homeless, low income, and English learner).

Action 9 (Social/Emotional Focus) The priority of focus for the social/emotional curriculum will be the needs of students in at-risk groups (foster, homeless, low income, and English learner).

Action 10 (Social Worker) This action has been changed so an additional elementary counselor can be funded. Students in unduplicated subgroups are prioritized for service.

Action 11 (Vice-Principal) The focus of the job of the vice-principal will be to target and focus on the needs of students in at-risk groups (foster, low income, homeless and English learner).

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

Supplemental Local Control Funding Formula Funds for the 2022-2023 school year are calculated based on the unduplicated pupil count.

OUSD will offer a variety of programs and supports specifically for unduplicated pupils [English learners, foster youth, low income pupils, and re-designated English learners (Fluent English Proficient)]. These include Teachers on Special Assignment (TOSA) who will focus on content instruction at every school site including English language development. Additional support for English Learners will include bilingual community liaisons/support staff. Other programs and supports include technology specifically targeting access to computers and the internet, access to devices and/or internet outside of the school day, counseling/mental health support for students, resources provided by a social worker, data collection for targeted instruction and progress monitoring, intervention programs, foster youth individual/small group tutoring, positive attendance support, and positive behavior intervention support. OUSD is continuing to research and pilot effective Multi-Tiered Systems of Support (MTSS) strategies for both academic achievement and behavior as it moves forward with implementing MTSS district-wide. As part of this, the Teachers on Special Assignment (TOSAs) will work closely with the site administration and leadership teams to identify and allocate resources to appropriate students at their schools targeting English learners, foster youth, students with disabilities, and/or students who are socioeconomically disadvantaged. Services will be coordinated and student progress monitored by the Executive Director of Educational Services.

The district will offer additional instruction with specialists in the areas of music, physical education, and art/makerspace (reported below) which will enable teachers to flexibly group their students and reduce class size thereby allowing for small group and individual instruction for at-risk students (English learners, homeless, foster, low income) along with focused collaboration time through Professional Learning Communities across the grade level once a week to plan intervention groups, English Language Development instruction, focus folders,

discuss student data, group students, and discuss PDSA (Plan Do Study Act) forms based on student learning data.

The district will also offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students such as collaboration time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties as leads for PLC teams/members of site leadership teams, and district-wide benchmark assessments to monitor the progress of all students.

A number of our actions serve specific student populations, but are implemented districtwide or schoolwide. A large body of research states that programs are more effective when delivered in a systematic process. The justification for schoolwide implementation of these practices is the importance of making an impact on the learning environment and climate of the school as a whole which will have a disproportionately positive impact on the targeted subgroups. Additionally, all of our schools currently have students from each of the designated student groups (English Learners, socioeconomically disadvantaged, foster/homeless youth, and Redesignated English Learners). These services are the most effective use of our funds because they enable us to target instruction specific to each student's individual needs and they maximize the time of our professionals to work together in a collaborative manner to support student learning. Specifically, we use visual arts, classroom music instruction, and elementary physical education instruction as ways to systematically and systemically address the needs of specific student populations. In addition to the benefit to students receiving instruction in physical education, classroom music, and visual arts, during this time teachers are meeting in Professional Learning Communities (PLCs) to discuss student learning with a focus on student achievement data.

The following instructional strategies/methodologies will be used to increase or improve services for all students based on research based best practices:

- Release time for our teachers to meet in Professional Learning Communities (PLCs) to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English Learners, foster youth, students with disabilities, and/or students who are socioeconomically disadvantaged. Daily bell schedules at all K-8 sites will be adjusted to enable teachers to meet weekly for at least 60 minutes in PLCs with the guidance of site administration, leadership team members, and the TOSAs, and additional duties outside of the school day for PLC team/leadership team members
- Weekly classroom music instruction for all students in grades K-6. Research shows music education prepares students to learn, facilitates student academic achievement and develops the creative capacities for lifelong success. Music facilitates learning in other subjects and enhances skills that children inevitably use in other areas. It is found to have a positive effect on language development, an increased IQ, spatial-temporal skills, and overall the brain works harder when learning the skills required for music (Cutietta, Hamann, Walker, 1995 & Rauscher, 1996).
- Elementary Physical Education instruction from a Credentialed PE teacher with the support of a trained classified instructional assistant (as needed due to class size). The physically active child is more likely to be academically motivated, alert, and successful. In the primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative, and problem solving competencies (The National Association for Sport and Physical Education (NASPE). Every student in grades K-6 will receive instruction in music and physical education, but also this time will be utilized for small group

instruction to target needed skills, assess student progress with progress monitoring and benchmark assessments requiring small group or individual administration, and for teachers to collaborate with lesson design for intervention instruction.

- Implement a 21st Century school-home communication platform to facilitate everyday communication, meaningful interaction and encourage participation in decision making with stakeholders.

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 Orcutt Union School District does not receive concentration grant funding.

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



## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,473,438.00	\$1,110,259.00		\$661,462.00	\$5,245,159.00	\$4,473,468.00	\$771,691.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher on Special Assignment (TOSA) Support	English Learners Foster Youth Low Income	\$203,921.00			\$263,121.00	\$467,042.00
1	1.2	Standards-Based Materials	All		\$37,000.00			\$37,000.00
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	English Learners Foster Youth Low Income	\$83,980.00				\$83,980.00
1	1.4	Professional Learning Communities (PLC)	English Learners Foster Youth Low Income	\$101,296.00				\$101,296.00
1	1.5	On-Site Intervention	English Learners Foster Youth Low Income	\$550,643.00				\$550,643.00
1	1.6	Professional Consulting, Support Programs	English Learners Foster Youth Low Income				\$60,000.00	\$60,000.00
1	1.7	English Language Development (ELD) Support	English Learners	\$185,597.00				\$185,597.00
1	1.8	Extra Support for Foster/Homeless Students	Foster Youth	\$13,000.00				\$13,000.00
1	1.9	Executive Director of Curriculum & Instruction	English Learners Foster Youth	\$180,000.00				\$180,000.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	Implementation of Summer Extended Learning Opportunities	English Learners Foster Youth Low Income		\$470,000.00			\$470,000.00
1	1.11	Extended Learning Opportunities - Instructional Assistants in kindergarten	English Learners Foster Youth Low Income		\$26,000.00		\$259,894.00	\$285,894.00
1	1.12	Implementation of Full Day Kindergarten	All					\$0.00
1	1.13	Program Specialist	English Learners Foster Youth Low Income	\$82,665.00			\$43,447.00	\$126,112.00
2	2.1	CTE Programming	English Learners Foster Youth Low Income		\$68,000.00			\$68,000.00
2	2.2	Focus on Future Ready Enrichment Opportunities	English Learners Foster Youth Low Income					
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	English Learners Foster Youth Low Income		\$59,259.00			\$59,259.00
2	2.4	Technology Devices for Students	All		\$400,000.00			\$400,000.00
2	2.5	Creative Learning Environments	All					\$0.00
3	3.1	Restructuring Instructional Time	English Learners Foster Youth Low Income	\$644,754.00				\$644,754.00
3	3.2	Professional Development in Universal Design for Learning	English Learners Foster Youth Low Income				\$5,000.00	\$5,000.00
4	4.1	Art/Music Provided to Students While	English Learners Foster Youth	\$368,177.00				\$368,177.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Teachers Are in PLC Meetings	Low Income					
4	4.2	Counseling Services	English Learners Foster Youth Low Income	\$362,914.00				\$362,914.00
4	4.3	Implementation of Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	\$58,746.00				\$58,746.00
4	4.4	Focus on Attendance Data	English Learners Foster Youth Low Income					\$0.00
4	4.5	Focus on Positive Behavior/Suspension/Expulsion Data	English Learners Foster Youth Low Income					\$0.00
4	4.6	Provide Credentialed PE Teachers for TK-6 Students	English Learners Foster Youth Low Income	\$555,745.00				\$555,745.00
4	4.7	Parent Square Home/School Communication Platform	English Learners Foster Youth Low Income	\$42,000.00				\$42,000.00
4	4.8	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
4	4.9	Social/Emotional Focus	English Learners Foster Youth Low Income		\$50,000.00			\$50,000.00
4	4.10	Social Worker  (Action discontinued for 2022-2023)	English Learners Foster Youth Low Income					
4	4.11	Vice Principal	English Learners Foster Youth Low Income				\$30,000.00	\$30,000.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$37,479,255	\$3,221,273	8.59%	0.56%	9.15%	\$3,473,438.00	0.00%	9.27 %	<b>Total:</b>	\$3,473,438.00
								<b>LEA-wide Total:</b>	\$3,473,438.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$203,921.00	
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,980.00	
1	1.4	Professional Learning Communities (PLC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,296.00	
1	1.5	On-Site Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$550,643.00	
1	1.6	Professional Consulting, Support Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.7	English Language Development (ELD) Support	Yes	LEA-wide	English Learners	All Schools	\$185,597.00	

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	1.8	Extra Support for Foster/Homeless Students	Yes	LEA-wide	Foster Youth	All Schools	\$13,000.00	
1	1.9	Executive Director of Curriculum & Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	
1	1.10	Implementation of Summer Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.11	Extended Learning Opportunities - Instructional Assistants in kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Patterson Road, Joe Nightingale, Alice Shaw, Pine Grove, Ralph Dunlap, Olga Reed Kindergarten		
1	1.13	Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income		\$82,665.00	
2	2.1	CTE Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Restructuring Instructional Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$644,754.00	
3	3.2	Professional Development in Universal Design for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.1	Art/Music Provided to Students While Teachers Are in PLC Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$368,177.00	

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 (%)
4	4.2	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$362,914.00	
4	4.3	Implementation of Positive Behavioral Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,746.00	
4	4.4	Focus on Attendance Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Focus on Positive Behavior/Suspension/Expulsion Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.6	Provide Credentialed PE Teachers for TK-6 Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$555,745.00	
4	4.7	Parent Square Home/School Communication Platform	Yes	LEA-wide	English Learners Foster Youth Low Income		\$42,000.00	
4	4.8	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
4	4.9	Social/Emotional Focus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.10	Social Worker  (Action discontinued for 2022-2023)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.11	Vice Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeview, Nightingale, Shaw, Patterson Road		

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$5,365,588.00	\$5,362,815.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	\$334,897.00	\$423,000.00
1	1.2	Standards-Based Materials	No	\$75,000.00	\$5,000.00
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	\$129,389.00	\$0.00
1	1.4	Professional Learning Communities (PLC)	Yes	\$101,296.00	\$101,296.00
1	1.5	On-Site Intervention	Yes	\$383,153.00	\$315,000.00
1	1.6	Professional Consulting, Support Programs	Yes	\$180,000.00	\$40,000.00
1	1.7	English Language Development (ELD) Support	Yes	\$171,539.00	\$163,785.00
1	1.8	Extra Support for Foster/Homeless Students	Yes	\$13,000.00	\$0.00
1	1.9	Executive Director of Curriculum & Instruction	Yes	\$175,000.00	\$185,000.00
1	1.10	Implementation of Summer Extended Learning Opportunities	Yes	\$470,000.00	\$454,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Extended Learning Opportunities - Instructional Assistants in kindergarten	Yes	\$165,000.00	\$230,000.00
1	1.12	Implementation of Full Day Kindergarten	No	\$0.00	\$0.00
1	1.13	Program Specialist	Yes	\$126,112.00	\$165,000.00
2	2.1	Focus on Future Ready Course Opportunities	Yes	\$30,000.00	\$18,930.00
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	\$50,000.00	\$13,409.00
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	\$40,000.00	\$29,400.00
2	2.4	Technology Devices for Students	No	\$700,000.00	\$1,061,496.00
2	2.5	Creative Learning Environments	No	\$0.00	\$0.00
3	3.1	Restructuring Instructional Time	Yes	\$644,754.00	\$644,754.00
3	3.2	Professional Development in Universal Design for Learning	Yes	\$5,000.00	\$0.00
4	4.1	Art/Music Provided to Students While Teachers Are in PLC Meetings	Yes	\$367,986.00	\$368,000.00
4	4.2	Counseling Services	Yes	\$359,205.00	\$360,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Implementation of Positive Behavioral Interventions and Supports (PBIS)	Yes	\$58,746.00	\$58,745.00
4	4.4	Focus on Attendance Data	Yes	\$0.00	\$0.00
4	4.5	Focus on Positive Behavior/Suspension/Expulsion Data	Yes	\$0.00	\$0.00
4	4.6	Provide Credentialed PE teachers for TK-6 students	Yes	\$515,511.00	\$550,000.00
4	4.7	Parent Square Home/School Communication Platform	No	\$20,000.00	\$20,000.00
4	4.8	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Yes	\$40,000.00	\$8,000.00
4	4.9	Social/Emotional Focus	Yes	\$50,000.00	\$0.00
4	4.10	Social Worker	Yes	\$130,000.00	\$91,000.00
4	4.11	Vice Principal	Yes	\$30,000.00	\$57,000.00



## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$3,165,998	\$3,217,141.00	\$2,969,976.00	\$247,165.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	\$124,897.00	\$120,000.00	0%	0%
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	\$129,389.00	0.00	0%	0%
1	1.4	Professional Learning Communities (PLC)	Yes	\$101,296.00	\$105,000.00	0%	0%
1	1.5	On-Site Intervention	Yes	\$383,153.00	\$315,000.00	0%	0%
1	1.6	Professional Consulting, Support Programs	Yes			0%	0%
1	1.7	English Language Development (ELD) Support	Yes	\$171,539.00	\$163,785.00	0%	0%
1	1.8	Extra Support for Foster/Homeless Students	Yes	\$13,000.00	0.00	0%	0%
1	1.9	Executive Director of Curriculum & Instruction	Yes	\$175,000.00	\$190,350.00	0%	0%
1	1.10	Implementation of Summer Extended Learning Opportunities	Yes			0%	0%
1	1.11	Extended Learning Opportunities - Instructional Assistants in kindergarten	Yes			0%	0%

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	1.13	Program Specialist	Yes	\$82,665.00	\$84,000.00	0%	0%
2	2.1	Focus on Future Ready Course Opportunities	Yes			0%	0%
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	\$50,000.00	\$13,409.00	0%	0%
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes			0%	0%
3	3.1	Restructuring Instructional Time	Yes	\$644,754.00	\$665,000.00	0%	0%
3	3.2	Professional Development in Universal Design for Learning	Yes			0%	0%
4	4.1	Art/Music Provided to Students While Teachers Are in PLC Meetings	Yes	\$367,986.00	\$356,050.00	0%	0%
4	4.2	Counseling Services	Yes	\$359,205.00	\$347,957.00	0%	0%
4	4.3	Implementation of Positive Behavioral Interventions and Supports (PBIS)	Yes	\$58,746.00	\$65,000.00	0%	0%
4	4.4	Focus on Attendance Data	Yes			0%	0%
4	4.5	Focus on Positive Behavior/Suspension/Expulsion Data	Yes			0%	0%
4	4.6	Provide Credentialed PE teachers for TK-6 students	Yes	\$515,511.00	\$536,425.00	0%	0%
4	4.8	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Yes	\$40,000.00	\$8,000.00	0%	0%
4	4.9	Social/Emotional Focus	Yes			0%	0%
4	4.10	Social Worker	Yes			0%	0%

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)
4	4.11	Vice Principal	Yes			0%	0%

**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)
\$35,303,283.00	\$3,165,998	0	8.97%	\$2,969,976.00	0.00%	8.41%	\$196,022.00	0.56%

# Instructions

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[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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orcutt Academy Charter School

CDS Code: 42692600116434

School Year: 2022-23

LEA contact information:

Joseph Dana

Assistant Superintendent, Educational Services

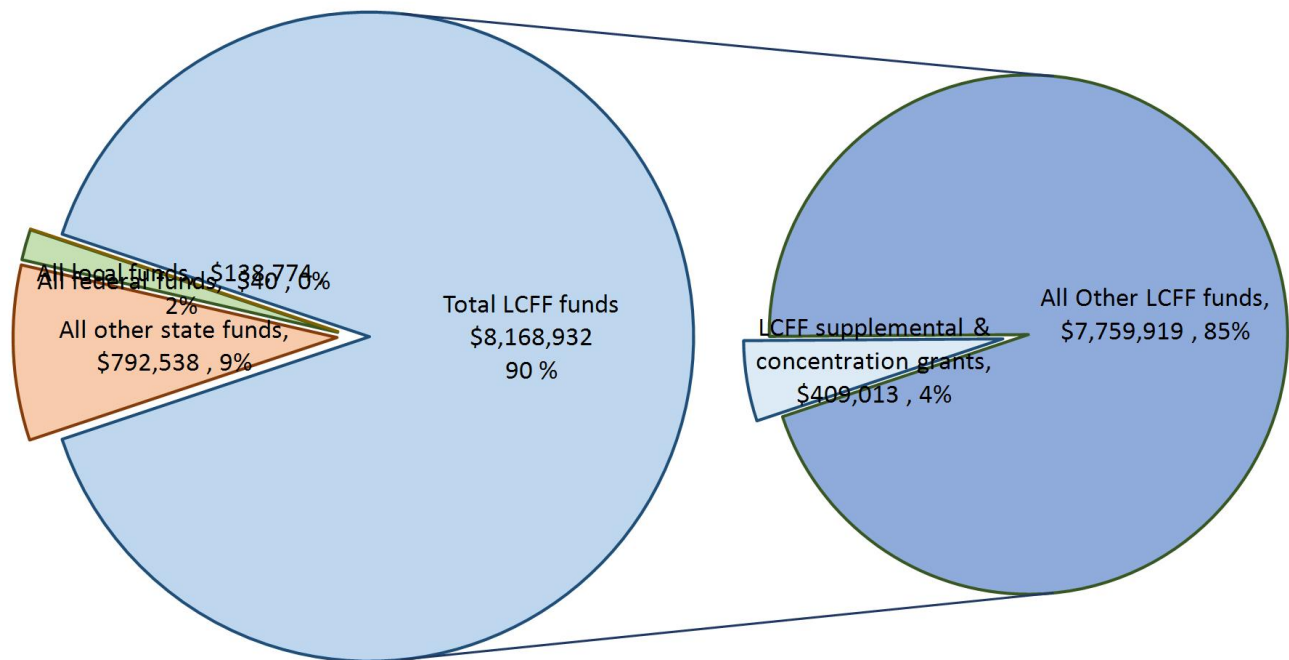
[jdana@orcutt-schools.net](mailto:jdana@orcutt-schools.net)

805-938-8934

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

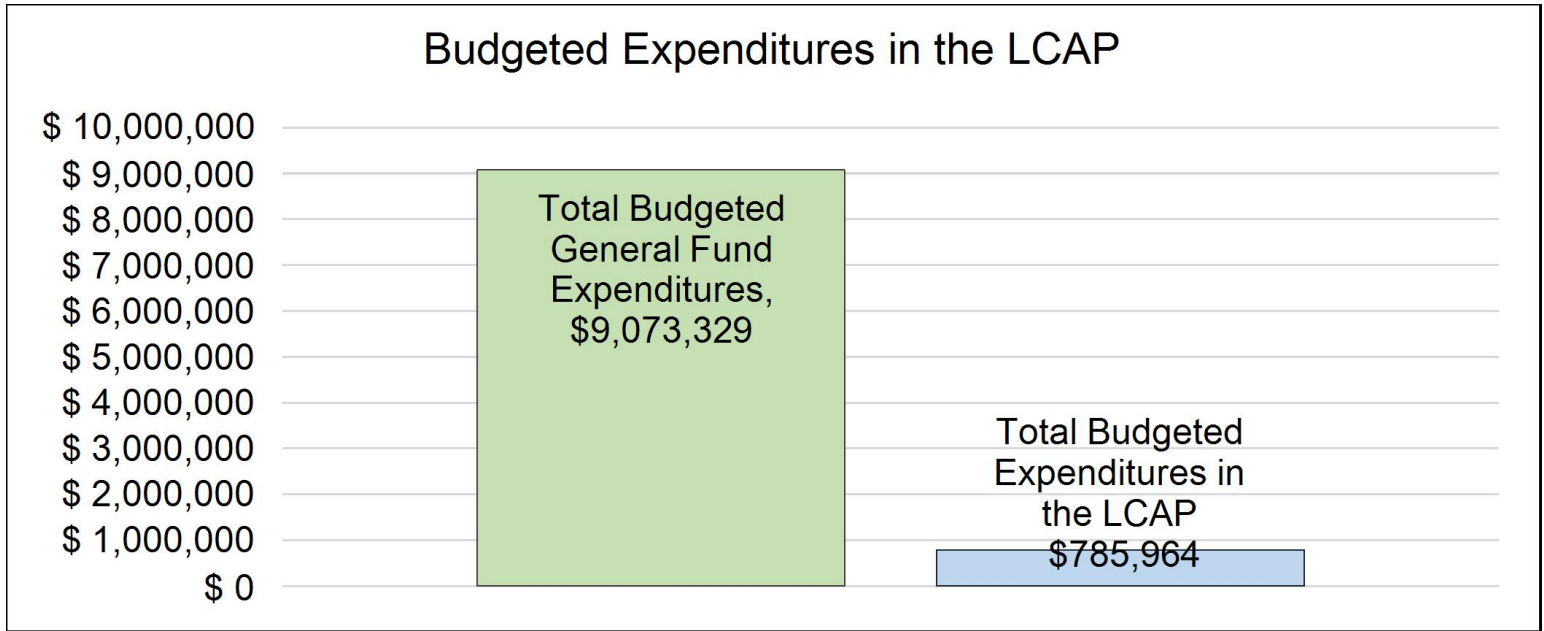


This chart shows the total general purpose revenue Orcutt Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orcutt Academy Charter School is \$9,100,284, of which \$8,168,932 is Local Control Funding Formula (LCFF), \$792,538 is other state funds, \$138,774 is local funds, and \$40.00 is federal funds. Of the \$8,168,932 in LCFF Funds, \$409,013 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 Orcutt Academy Charter School 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: Orcutt Academy Charter School plans to spend \$9,073,329 for the 2022-23 school year. Of that amount, \$785,964 is tied to actions/services in the LCAP and \$8,287,365 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

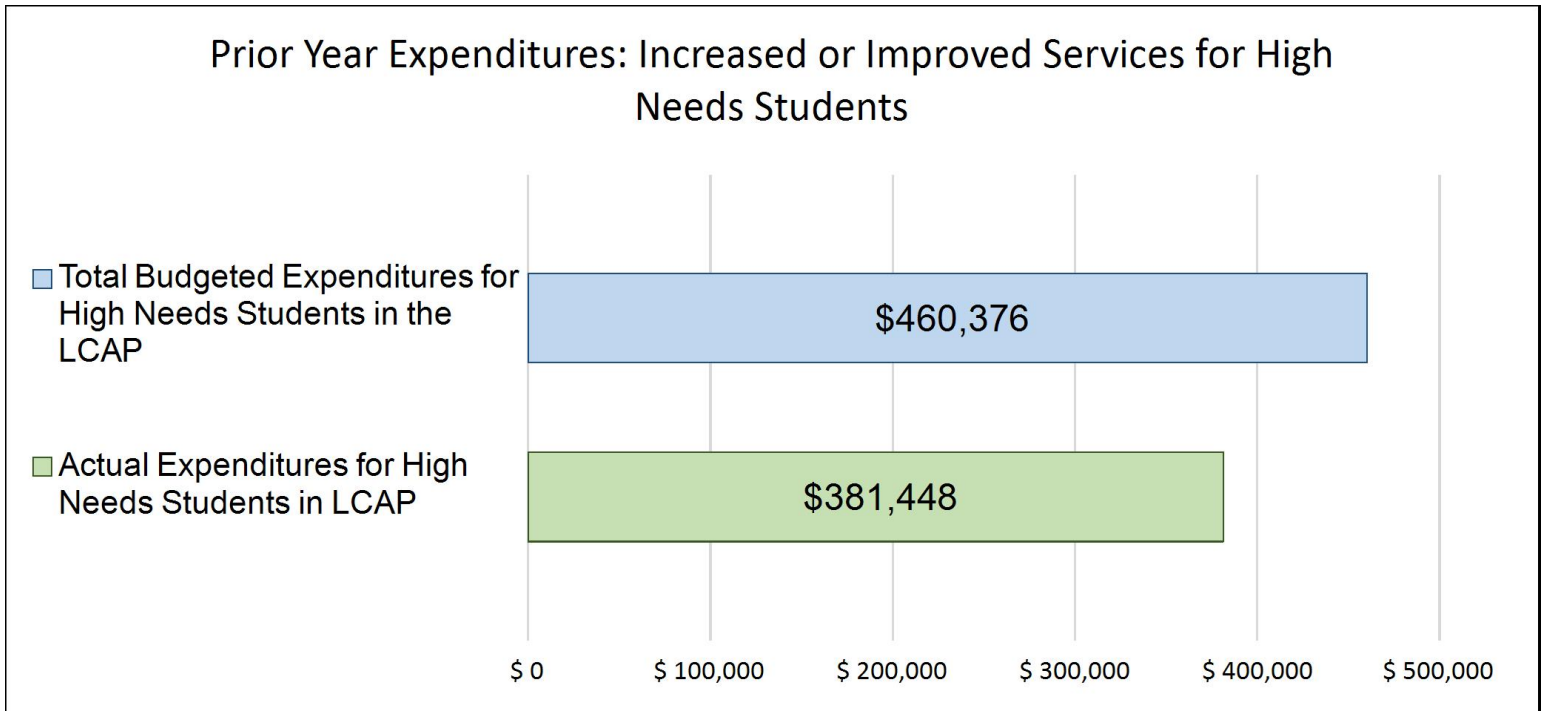
The majority of our expenditures, including certificated and classified salaries and benefits, supplies, services and utilities are not included in the LCAP. Only a small portion of our revenue and expenditures is included in the LCAP due to our relatively low unduplicated pupil percentage.

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

In 2022-23, Orcutt Academy Charter School is projecting it will receive \$409,013 based on the enrollment of foster youth, English learner, and low-income students. Orcutt Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Orcutt Academy Charter School plans to spend \$409,013 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 Orcutt Academy Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orcutt Academy Charter School 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, Orcutt Academy Charter School's LCAP budgeted \$460,376 for planned actions to increase or improve services for high needs students. Orcutt Academy Charter School actually spent \$381,448 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
Orcutt Academy Charter School	Joseph Dana Assistant Superintendent, Educational Services	jdana@orcutt-schools.net 805-938-8934

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 Orcutt Academy Charter School has received, or stands to receive, the following additional funding (not included in the 2021-2022 LCAP) since the start of COVID-19:

### State COVID Relief

- Learning Loss Mitigation, \$62,464
- In Person Instruction Grant, \$273,897
- Expanded Learning Opportunity Grant (ELOG), \$241,151
- ELOG for Classified Staff, \$52,342
- Learning Loss Mitigation from Governor's Emergency Education Relief (GEER), \$31,440
- Senate Bill 117 funding, \$12,333

Subtotal = \$673,627

State Budget Act

- Expanded Learning Opportunity Program (ELOP), \$50,000
- TK/K Planning Grant, \$50,000
- University of California A-G Completion Improvement Grant, \$64,000
- Educator Effectiveness, \$126,540

Subtotal = \$290,540

TOTAL of state funding not included in 2021-2022 LCAP = \$964,167

The Orcutt Academy Charter School is part of the Orcutt Union School District, and the district does community engagement on behalf of the Academy. In the past year the Orcutt Union School District did initiate considerable community engagement efforts relative to special state funds not included in the 2021-2022 LCAP.

The first effort revolved around development of a plan for implementing an Expanded Learning Opportunities Grant (ELOG) that provided funding for expanded learning programs for students. The process included meetings with various groups of educational partners as well as a pair of surveys. The following meetings were held:

January 26, 2021 - Met with elementary administrators and teachers to brainstorm student needs and components of an effective Expanded Learning Opportunity Plan

February 3, 2021 - Met with secondary administrators and teachers to brainstorm student needs and components of an effective Expanded Learning Opportunity Plan

February 23, 2021 - Met with school administrators, executive director of Special Education, and Cabinet to gather input and share components of Expanded Learning Opportunity Plan

March 15, 2021 - Met with the Orcutt Union School District Superintendent/Parent Group to gather input and share components of Expanded Learning Opportunity Plan

March 31, 2021 - Met with the Orcutt Union School District's English Advisory Council (DELAC) to gather input and share components of the Expanded Learning Opportunity Plan

April 1, 2021 - Met with elementary administrators and teachers to update ideas for the Expanded Learning Opportunity Plan.

April 13, 2021 - Met with district administrators and psychologists to gather input and share ideas for the Expanded Learning Opportunity Plan

April 14, 2021 - Presented plan ideas at a school board meeting

April 26, 2021 - Met with Orcutt Union School District Superintendent/Parent Group to gather input and share the progress of the development of the Expanded Learning Opportunity Plan

April 29, 2021 - Met with a group of classified employees to gather input for the Expanded Learning Opportunity Plan

April 29, 2021 - Met with secondary administrators and teachers to update ideas for summer school options and components of an effective Expanded Learning Opportunity Plan

May 4, 2021 - Met with another group of classified employees to gather input for the Expanded Learning Opportunity Plan

May 6, 2021 - Met with secondary administrators and teachers to gather input for the Expanded Learning Opportunity Plan.



May 12, 2021 - Presentation of the Expanded Learning Opportunity Plan at school board meeting A survey was sent to parents of students in grades K-5 to determine if there is an interest in a summer remediation/acceleration program. Of the 634 parents who responded, 84 percent of parents said that they definitely or possibly would be interested in a summer program. There was much interest in the various types of programs suggested. Of the 521 who responded that they definitely or possibly would have their child(ren) attend, 67 percent showed interest in a program which would include academic acceleration, including previewing grade-level curriculum so students start strong in 2021-2022; 59 percent were interested in a program that would include academic intervention, so students can be introduced to skills in the core areas of reading and mathematics; 61 percent showed interest in social-emotional learning; 60 percent indicated physical education and outdoor recreation would be important in a summer program; 51 percent would be in favor of arts instruction (visual arts, drama, music, etc.); and 60 percent indicated that hands-on learning would be beneficial. Finally, 45 percent of respondents who would definitely or possibly send their child to a summer session feel that small class size is important.

Partner groups including administrators, teachers, parents (including parents of English Learners) were consulted. Input from administrators and teachers included the following: making sure students are grouped for MTSS intervention based on spring data; incorporating Social Emotional Learning, PE, writing, and hands-on activities; focusing on comprehension and reading novels in the upper grades; offering acceleration of learning concepts from the next grade to give students a head-start; offering a "distance learning" option; making sure the programs are also offered at Olga Reed; and offering transportation if possible. Parent subgroups were very supportive of the teacher ideas as presented. Parents in the DELAC group requested that information be distributed via our Parent Square communication system.

The second effort revolved around development of a plan for implementing an Educator Effectiveness Grant that provided funding for professional development for teachers, administrators, and classified staff who work with students. Meetings included the following:

- October 27, 2021 - Initial brainstorming session in Cabinet
- November 8, 2021 - Presented draft plan to Cabinet to gather input
- November 9, 2021 - Presented draft plan to Core Management Team to gather input
- November 10, 2021 - Presented draft plan at school board meeting
- December 15, 2021 - Plan approved by school board

The input received shaped the district's Educator Effectiveness Grant Plan by underscoring the importance of quality professional development offerings for paraprofessionals and other Classified staff who work with students; including qualify training for all staff involved in serving students with disabilities; providing training in early childhood education for staff who work with transitional kindergarten students; and leveraging the grant to support the development of a state-required ethnic studies curriculum.

As of this writing, the district has staged several meetings to discuss the requirements of the Expanded Learning Opportunity Program (ELOP), which would benefit Orcutt Academy students in grades TK-6, but has not begun a process to seek input from educational partners as of yet. The district has deferred implementation of ELOP to the 2022-2023 school year.

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 Orcutt Academy does not receive concentration grant funding.

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 Orcutt Academy has received, or stands to receive, the following additional federal funding (not included in the 2021-2022 LCAP) since the start of COVID-19:

- Federal CARES Act, \$116,452
- ESER II - State set-aside, \$77,502
- GEER Funding, \$17,789
- ESSER III - State set-aside, \$50,528
- ESSER III - State set-aside for learning loss, \$87,101

TOTAL of federal funding not included in 2021-2022 LCAP = \$349,372

The Orcutt Academy did not receive the large apportionment of ESSER III funding associated with the American Rescue Plan. The Orcutt Union School District's outreach to educational partners re ESSER III is detailed in the district's 2022 Supplement to Annual Update for 2021-2022 LCAP document.

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.

As of this writing, the Orcutt Academy has not expended the federal ESSER III funds it has received. The Academy district has numerous funds that have expenditure deadlines before the ESSER III deadline, and these funds need to be utilized first.

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 2021-2022 Orcutt Academy Local Control and Accountability Plan (LCAP) includes the following goals:

Goal 1: We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.

Goal 2: We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.

Goal 3: We will provide our staff inspiring, relevant, and meaningful learning and wellness opportunities in a safe supportive environment to prepare for the ever-changing needs of our district.

Goal 4: We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

The state and federal funds received by the Academy and described in this report are intended to preserve the health and safety of students during the COVID-19 pandemic; to support student access to in-person instruction to the fullest extent possible; to educate teachers, administrators, and Classified employees in best practices for education in the COVID-19 Era and afterward; and to provide curriculum, instruction, assessment practices, academic intervention, social/emotional support, and expanded learning programming to enable students and student achievement to rebound from interruptions and lost learning due to COVID-19. Expenditures of these funds are aligned with all four goals articulated in the 2021-2022 OA LCAP.

## **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](mailto:lcff@cde.ca.gov).*

## **Introduction**

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
Orcutt Academy Charter School	Joseph Dana Assistant Superintendent, Educational Services	jdana@orcutt-schools.net 805-938-8934

## Plan Summary [2022-23]

### General Information

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

The Orcutt Academy is a public charter school that is chartered and operated by the Board of Trustees of the Orcutt Union School District, and functions with dependence on the governance and administration of the district. The Orcutt Academy operates under its own distinct County/District/School (CDS) number and designated Charter Number (#967). Students take the same statewide assessments and the school is subject to the same accountability measures as other public schools and districts. The Orcutt Academy uses thematic learning strategies in grades TK-8 that transition to a college preparatory focus and Advanced Placement and concurrent college enrollment opportunities at Orcutt Academy High School. The current school year is OA's 14th year of operation.

The Academy has been successful on many levels. It has solid student assessment results, strong enrollment interest from students and families, and a six-year accreditation term from the Western Association of Schools and Colleges (WASC). In Fall 2013, the Orcutt Union School District Board of Trustees received a California School Boards Association Golden Bell Award for its leadership and initiative in envisioning, launching, and operating Orcutt Academy High School (OAHS). In Spring 2015 and again in Spring 2017, Orcutt Academy High School achieved a "Silver" rating from U.S. News & World Report, distinguishing it as one of the top high schools in the nation. In Spring 2018, the Orcutt Academy's charter was renewed for the second time by the Orcutt Union School District Board of Trustees. This year OAHS

learned that the University of California a-g completion percentage of its Class of 2021 -- 73.9% -- led all school districts and charter schools in Santa Barbara and San Luis Obispo counties.

Unlike other schools in the Orcutt Union School District, the Orcutt Academy must recruit every student. This has created a business model that puts customer satisfaction in the forefront, with the success and survival of the Orcutt Academy depending on positive reviews from students, parents, and the community. The entire staff, TK-12, has embraced this concept, as demonstrated by the positive feedback on school climate surveys from all stakeholders and continuing interest in enrollment.

Enrollment for 2021-2022 for transitional kindergarten through 12th grade at OA is 764. Enrollment declined from 871 students in 2020-2021, and that is due to the removal of the district's independent study program from the umbrella of Orcutt Academy. The program has become an individual district school entitled the Orcutt School for Independent Study.

Students attending the Orcutt Academy come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school for 2021-2022 is 43.6% Hispanic or Latino, 42.1% White, 6.9% Two or More Races, 2.1% Filipino, 2.0% Asian, 1.3% African American, 0.4% Pacific Islander, 0.1% American Indian or Alaska Native, and 1.4% Not Reported. Subgroup composition includes 26.2% Socioeconomically Disadvantaged, 9.3% Students with Disabilities, 3.4% English Learners, 0.4% Foster Youth, and 0.3% Homeless Youth.

The mission statement of the Orcutt Academy:

The mission of the Orcutt Academy is to create a learning community which values the application of academic learning in the “real world” while promoting Intercultural understanding and respect for others. The creation of new knowledge is encouraged and expected, thereby equipping graduates for successful academic and workforce experiences as lifelong learners.

The Orcutt Academy’s Schoolwide Learner Outcomes (SLOs):

- Generate strong relationships. OA students will capitalize on a nurturing, inclusive environment to build strong relationships with each other and with staff.
- Refine academic and life skills. OA students will develop and apply academic and life skills. OA will provide high academic expectations and rigor while also providing timely interventions to ensure the success of all students.
- Exhibit a plan for the future. OA will prepare its students for college and career success. Students will graduate with a plan for postsecondary success that reflects individual goals and interests.
- Attitude rooted in responsibility and character. OA students are challenged to make moral and ethical decisions and to give back to their community.
- Total connection with school. OA students become affiliated with the school through involvement in a variety of extracurricular and cocurricular activities.



## Reflections: Successes

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

The 2021-2022 school year has not been quite what the Orcutt Academy -- and the Orcutt Union School District -- envisioned, as it brought not a return to normalcy but a continuation of the COVID-19 pandemic. Testing, contact tracing, quarantining, short-term independent study, mask wearing, and health guidelines consumed a considerable amount of time, thought, and energy this school year -- so much so that the pandemic in many ways inhibited our school's ability to move forward on other fronts. All of this being said, we do believe the school year is ending well. As we complete this document, OAHS and Orcutt Academy K-8 (OAK-8) have held Career Readiness Showcase (OAHS), Spartan Showcase (OAHS), and Open House (OAK-8) events that drew large crowds of parents, family members, and community members who were delighted to be back on campus celebrating all that our students have accomplished. And we have numerous other achievements from 2021-2022 to celebrate, including the following:

- Throughout the year, the Orcutt Union School District has received appreciation and gratitude from students, families, and staff for its response to COVID-19. Our district has diligently followed the health guidelines put in place by our county and state, hosted numerous vaccination clinics, and provided regular communication to staff and parents to keep them apprised on the latest developments. The district has done several drive-throughs to distribute literally thousands of test kits provided by the state. And the district can take great pride in being one of the few northern Santa Barbara County school districts to provide free testing services for students and staff throughout the year.
- Orcutt Academy High School's University of California A-G completion rate of 73.9% in 2020-2021 was the highest of any school district or charter school in Santa Barbara and San Luis Obispo counties. OAHS also was the only school to qualify for a UC A-G "Success" Grant from the state.
- In Spring 2021 OAHS students made notable improvement from 2019 in state CAASPP testing in English/language arts. An impressive 82.1% of 11th graders participating in CAASPP testing scored proficient or above, up from 64.1% in 2019.
- In April the OAHS Robotics Team made the FIRST Robotics World Championships in Houston and was part of a coalition that advanced all the way to the semifinals.
- OAHS launched an E-sports team that competed against other high schools in CIF-sanctioned virtual competitions. Over 50 students were involved in various aspects of the team, including gaming and "shoutcasting."
- OAHS Band teacher Josie Coburn was named 2022 Santa Barbara Bowl Performing Arts Teacher of the Year.
- OAHS Administrative Assistant Kim Domingues was named 2022 County Classified School Employee of the Year in the clerical/administrative category.
- OAHS successfully launched a Career and Technical Education (CTE) pathway in the Information Communication and Technologies industry sector. The pathway began with two sections of a CTE AP Computer Science Principles course that was well received by students.
- For the first time OAHS established a course for English Learners, English Support, that provided the students daily English Language Development (ELD) instruction.
- Concurrent enrollment continued to produce successes for students, as Allan Hancock College reports that 85% of the OAHS alumni it receives come to Hancock having previously accrued Hancock credit. This is well above the percentage for all local high school graduates, 29%. As a next step, OAHS and Hancock will partner starting in 2022-2023 on an Early College Cadre for a group of

ninth graders that will give them the opportunity to earn an Associate of Arts degree from Hancock by the time they depart from high school.

- In February OAK-8 successfully collaborated with neighboring Olga Reed School on a very successful Science Camp trip to the Catalina Island Marine Institute for sixth and seventh graders from both schools. The trip proved to be a unifying experience for the students.
- OAK-8 successfully resumed important special/extracurricular programs such as the school garden, junior high school basketball, Battle of the Books for grades 4-6, the schoolwide Day in the Park, and much more. We look forward to bringing back even more activities in 2022-2023.
- The district's provision of technological devices to all students (iPads for younger students, Chromebooks for older) has been a game-changer for learning. Students and teachers have made strides in their uses of technology, and a whopping 94 percent of respondents to an LCAP survey termed this initiative to be "highly effective" or "effective."
- Enrollment interest in OAHS and OAK-8 continued to be solid, with most grade levels featuring wait lists.
- OAK-8 and OAHS are making progress with facilities. The older classroom wings on the Los Alamos campus occupied by OAK-8 and Olga Reed will be modernized this summer. Numerous tables have been purchased for the Los Alamos campus and students are more easily able to work outdoors. And the district soon will break ground on a new gymnasium/multi-use facility for OAHS.

Meanwhile, the 2019 iteration of the California School Dashboard shows other notable successes and/or progress:

- 2019 CAASPP results that show overall improvement from 2018 in English/language arts proficiency (6.8% growth) and mathematics proficiency (3.4% growth).
- On the dashboard for English/language arts achievement, a green rating (26.2 points above standard) and an improvement in the Hispanic subgroup's rating from yellow to green (6.2 points above standard in 2019, an increase of 13.9 points).
- On the dashboard for college/career readiness, a green rating (66% prepared, increase of 6.3%) and an improvement in the Hispanic subgroup's rating from yellow to green (59.6% prepared, an increase of 10.8%).
- Continued strong percentages of students accomplishing University of California a-g requirements. The OAHS Class of 2021 has seen 64% of its members meet these requirements; this is an increase of 8% from 2020.
- On the dashboard for graduation rate, a blue rating overall (97.2% graduated) and for all subgroups.

## 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.

The Orcutt Academy has some 2019 California School Dashboard indicators in which overall or subgroup performance is in the red or orange categories:

- English/Language Arts performance by Socioeconomically Disadvantaged students (10.4 points below standard; declined 13.6 points from 2018), which has an orange rating. This subgroup will be prioritized for participation in expanded learning such as summer programming. The subgroup's performance also will be closely monitored by PLCs and OUSD Educational Services, so

academic intervention and other corrective steps can be implemented. The K-8 campus has worked to fine-tune its delivery of the Systemic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) Program for identified students. The high school also will need to work to provide skills-based intervention in English/language arts.

- Math performance by Socioeconomically Disadvantaged students (57.6 points below standard; declined 30.2 points from 2018). This is the second consecutive orange rating this subgroup has been given, so obviously its performance is a concern. This subgroup will be prioritized for expanded learning and for close monitoring. District math consultant Michele Douglass has provided strategies for helping students master "hinge standards" (essential skills and concepts in number sense) that figure to be of support to this subgroup. The district also will be working to implement skills-based intervention (similar to what SIPPS does in reading) in math for both elementary and secondary students.
- Suspension rate overall (orange rating for 3.2% suspension rate, an increase of 1.4%) and for the Students with Disabilities (red rating for 8.6% suspension rate, an increase of 4.8%), Socioeconomically Disadvantaged (orange rating for 4.4% suspension rate, an increase of 1.2%), White (orange rating for 3.4% suspension rate, an increase of 1.6%), and Hispanic (orange rating for 3.2% suspension rate, an increase of 0.8%) subgroups. Suspensions went up dramatically in 2018-2019 mainly due to an increased incidence of students using electronic tobacco and cannabis products ("vaping"). While the suspension rate went down by half in 2019-2020 (1.5% suspension rate overall) and no suspensions were given in 2020-2021, suspensions are back up in 2021-2022 to a rate of 2.4%. This school year, 17 OA students have been suspended.

In addition to these needs, other critical needs have been identified by our educational partners:

- Student mental health. The Fall 2020 California Healthy Kids Survey showed high levels of students who have experienced chronic sadness/hopelessness (40% in grade 7, 46% in grade 9, 63% in grade 11) and students who have considered suicide (20% in grade 7, 20% in grade 9, 21% in grade 11). During the COVID-19 pandemic, chronic sadness/hopelessness and suicidal ideation remained in the vicinity of the levels shown in the Fall 2018 CHKS with the exception of chronic sadness/hopelessness in 11th grade, which went from 41% in 2018 to 63% in 2020. This supports the district's direction to identify and implement a social/emotional learning program and to continue with professional development in topics such as Youth Mental Health First Aid. This year, the Securly internet monitoring system helped identify students whose online searches, social media posts, email, and/or other writing on their district devices indicated signs of depression, anxiety, or suicidal ideation; notifications received from Securly enabled administrators and counselors to follow up with students and parents. Meanwhile, counselors at the K-8 and high school campuses will continue their work to address social/emotional needs and to refer students to outside counseling as needed.
- Chronic absenteeism. While the Academy's dashboard ratings for chronic absenteeism have not yet reached the orange or red categories, this still merits significant focus. In 2018-2019 chronic absenteeism (students with higher than a 10% absence rate) was 8.7% overall, 14.2% among Socioeconomically Disadvantaged students, 16.2% among Students with Disabilities, 17.9% among English Learners, and 10.4% among Hispanic students, and 8.8% among White students. This school year, chronic absenteeism rose for obvious reasons, as COVID-19 greatly impacted many students' attendance, but the rates of chronic absenteeism -- 21.3% for all students, 40.0% of English Learners, 33.3% of foster youth, 30.5% of low-income students, 24.2% of students with disabilities -- are staggering. This confirms the need for continued attendance monitoring as well as supports such as community liaisons and the School Attendance Review Board (SARB) process.

- Student substance use. Results of the previously mentioned Fall 2020 California Healthy Kids Survey show that substance use builds in the secondary grades to the point where significant percentages of 11th graders report current alcohol or drug use (14%), current marijuana use (10%), and vaping (8%). While these percentages are similar and in some cases slightly lower than the percentages from the 2018 CHKS, they still point to the need for preventive action.

## LCAP Highlights

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

The Orcutt Academy will offer a variety of programs and supports specifically for unduplicated pupils (English Learners, foster youth, low-income students, and re-designated English learners [Fluent English Proficient]), who are described throughout this document as "at-promise" students because the term references the bright promise and high potential these students have. These programs and supports include highly trained classroom teachers at every school site, provision of devices and hot spots specifically targeting access to technology, counseling/mental health support for students, data analysis, intervention programs, individual/small group tutoring, assessment to monitor progress, individualized learning paths and online curriculum, positive attendance support, and positive behavior intervention support.

As a part of the Orcutt Union School District, the Academy continues to implement a Multi-Tiered Systems of Support (MTSS) model. District Teachers on Special Assignment (TOSAs) work closely with site administration and leadership teams to identify and allocate resources to appropriate students targeting English learners, foster youth, students with disabilities and/or students who are low income. In association with the progressive implementation of MTSS, the district has added an Executive Director of Curriculum & Instruction who is asked to gather, monitor, and share data of students in at-promise groups (English Learners, students with disabilities, low-income students, homeless youth, and foster youth). The district also will offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students. These include collaboration time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties as leads for PLC teams/members of site leadership teams, and district-wide benchmark assessments to monitor the progress of all students. The district has banked minutes to allow for an early student dismissal day for our teachers to meet in Professional Learning Communities (PLCs) to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English Learners, foster youth, students with disabilities, and/or students who are socioeconomically disadvantaged.

In addition, the district will also offer additional instruction with specialists in the area of art, music, and physical education at OAK-8, which will enable teachers to meet in Professional Learning Communities to collaborate around student learning. An additional instructional block for physical education also allows for targeted small-group instruction (intervention and/or enrichment). Weekly classroom music instruction for all students in grades 1-6 is well received by students. Research shows music education prepares students to learn, facilitates student academic achievement, and develops the creative capacities for lifelong success. Elementary Physical Education instruction from a credentialed P.E. teacher also is provided. The physically active child is more likely to be academically motivated, alert, and successful. Visual arts instruction was added in the 2018-2019 school year to provide additional weekly instruction in grades K-6.

The social/emotional wellbeing of students is targeted in this LCAP. The district will adopt and implement a social/emotional curriculum, SEE Learning. OAK-8 will continue its implementation of Positive Behavioral Interventions and Supports (PBIS) to focus on establishing and

maintaining a positive social climate. We will continue to fund guidance counselors at OAHS and are considering adding a guidance technician to allow the counselors more time to address mental health needs. Mental health support for students has been provided via an additional elementary counselor, with students in unduplicated subgroups prioritized for services.

## **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.

No schools were identified for CSI (Comprehensive Support and Improvement).

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

Engaging educational partners around the Orcutt Academy LCAP has been a three-pronged process.

The first part of the process has been the updating of the district's Strategic Plan, on which the Orcutt Academy's LCAP goals and actions are based. Meetings took place on March 3 and March 17. The Management Team also met on March 8 to integrate work from a Potential Opportunity Analysis exercise (done by district and school administrators and confidential employees) into the targets. Representatives of all employee groups, the community, and the OUSD Board of Trustees participated in a comprehensive review of each Strategic Plan goal and associated targets. Several targets were revised, with some new targets added. The final list of Strategic Planning Targets for 2022-2023 was approved by the Board of Trustees on April 13.

The second part of the process has revolved around three surveys given to students, parents, and staff associated with the Academy.

LCAP Survey 1 (March 2022) focused on LCAP budget priorities, and 59 persons (52 parents, 14 students, 9 community members, 3 teachers, and 2 classified employees; some respondents were part of more than one group) responded.

LCAP Survey 2 (April 2022) focused on parent/family engagement, and 68 parents/guardians (55 from OAHS, 15 from OAK-8; some have children at both campuses) responded.

The third and final part of the process consisted of meetings with educational partners. Most meetings included an update on LCAP goals, key actions and initiatives that have taken place this school year, and data findings thus far in the year. Attendees then were invited to complete LCAP Survey 3, a new survey designed to solicit input on the effectiveness of current and proposed LCAP actions. Meetings with the District English Learners Advisory Council (DELAC) and parents, guardians, and foster parents of district foster and homeless youth invited input around three questions:

- What is going well for your student?
- What is not going well for your student?
- How can our school district work to improve outcomes for your student in 2022-2023?

A listing of these meetings as applicable to the Orcutt Academy:

3/28/22 - Met with leadership team from Los Alamos, which includes members from OAK-8

4/6/22 - Met with leadership team of OAHS

4/27/22 - Met with OUSD Superintendent/Parent Group

5/16/22 - Met with eighth graders from OAK-8

5/19/22 - Met with Orcutt Educators Association representatives

5/23/22 - Met with students from OAHS



5/24/22 - Met with California School Educators Association representatives  
5/25/22 - Met with Orcutt Academy School Advisory Council  
5/31/22 - Met with OUSD District English Learners Advisory Council (DELAC)  
5/31/22 - Met with parents, guardians, and foster parents re needs of foster/homeless youth  
6/2/22 - Met with Santa Barbara County SELPA Coordinator Jennifer Connolly  
6/8/2022 OUSD School Board Meeting – LCAP Public Hearing  
6/15/2022 OUSD Special School Board Meeting – LCAP approval

A summary of the feedback provided by specific educational partners.

The following is the feedback provided by each group:

#### Students:

- Students generally believe they have caring, supportive relationships with their teachers.
- Students value counseling services as a support. Some respondents to LCAP Survey 3 indicated they would like more outreach and visibility from counselors, including regular "mental health check-ins."
- Several students responding to LCAP Survey 3 asked for more extracurricular or sports activities that can engage students.
- Several students responding to LCAP Survey 3 sought facilities improvements, including improved fields at OAHS.

#### Parents:

- LCAP Survey 1, which was completed by 52 parents, indicated that "ensure highly qualified teachers" (92% of respondents naming as a "high priority"), "ensure student access to core subjects that prepare them for high school and college" (81% naming as a "high priority"), "ensure student access to instructional materials" (68% naming as a "high priority"), and "maintain a positive school climate" (68% naming as a "high priority") were the LCAP Priority Areas most valued by parents. Conversely, survey respondents placed much less value on "implement California State Standards" (24% naming as a "high priority," 29% naming as a "low priority," and 2% naming as "not a priority") and "increase parental involvement and participation" (38% naming as a "high priority" and 15% naming as a "low priority"). The other LCAP Priority Areas -- "increase student achievement," "increase student engagement," and ensure facilities are in good repair" finished in the middle of respondents' rankings.
- LCAP Survey 2, which was completed by 68 parents/guardians, showed 78% of respondents termed school-home communication regarding COVID-19 guidelines and school activities/events as "excellent" or "good." The most relied-on communication methods by respondents are school Parent Square text messages (84% "frequently use") and school or district Parent Square email posts (83% "frequently use"). Communication methods respondents would like to have school and the districts use more include PTA newsletters (9% "would like to use more") and school or district social media sites (7% "would like to use more").
- LCAP Survey 2 stated that 78% of respondents termed communication they have received about their children's academic performance as "excellent" or "good." The most relied-on communication methods by respondents to learn about their children's academic progress are the Aeries Parent Portal (60% "frequently use"), trimester or quarter report cards (55% "frequently use"), and email updates from Aeries (53% "frequently use"). Communication methods respondents would like to have schools use more

include test results (15% "would like to use more"), information communication from teachers in the form of notes, conversations, and phone calls (15% "would like to use more"), and spring parent-teacher conferences (13% "would like to use more").

- LCAP Survey 2 provided a glimpse of how involved parents feel they are at their child's school, with 7% saying they felt "extremely involved," 22% "very involved," 41% "somewhat involved," and 30% "not involved." Asked to share ideas for increasing parent involvement, numerous parents indicated that COVID-19 health guidelines had kept parents from being active on campus and had kept school and PTA/PTSA units from organizing school events. Many parents asked for the resumption of school events, and this desire is supported by the strong turnouts at the OAHs Spartan Showcase and OAK-8 Open House this spring. Some parents expressed concern that parents would be required to be vaccinated against COVID-19 in order to come on campus even after COVID-19 abates.

#### Parents of English Learners:

- Parent Square, which provides automatic translation, is a huge help for school-parent communication. Bilingual community liaisons also are very helpful.
- These parents report that their children are very happy with their teachers and schools.
- The district can improve what happens for children who are newcomers to this country. It can be difficult to find material in the child's native language, and as a result these children can feel disconnected from the rest of the class.
- Some schools and teachers are more diligent about translating materials in Spanish than others. Community liaisons would like to receive copies of school communication so they know what is happening.
- A "buddy system" can help English Learners who are just learning English.
- It will help attendance at ELAC and DELAC meetings for schools and the district to put more compelling topics and guest speakers on the agenda. Parents would like to know more about how they can help their children academically.
- Parents prefer the virtual format for ELAC and DELAC meetings but they also would welcome the opportunity to participate in a district tour that features ELD and other programming for English Learners.

#### Parents, Guardians, and Foster Parents of Foster and Homeless Youth:

- For students experiencing homelessness, it has helped that the district can provide transportation to keep students at their original school. It also helps when the district works out childcare before and after school as an alternative to providing transportation; in this case parents provide transportation.
- Foster and homeless youth can benefit from extra tutoring and counseling. Any extra services that are on the "menu" are appreciated.
- In some cases teachers do not know if a student is a foster youth or is experiencing homelessness. It will help to have more communication about these children's situation.

#### Teachers:

- Teachers stated that the 2021-2022 school year has not been what they had hoped due to the continuation of COVID-19. Teachers have had to manage increased absenteeism due to COVID-19 and students being quarantined for long periods and needing to receive short-term independent study work. Teachers look forward to a more typical year in 2022-2023.



- Teachers generally are very supportive of the district's focus on social/emotional support for students during COVID-19 and would like to see it continue. They endorse the expansion of counseling services in 2021-2022 and would like to see it continue in 2022-2023. Some teachers indicated they would like support for "Tier 3" students who demonstrate the most severe behaviors. Some teachers would like to have even more counseling services available to students.
- Teachers see that increasing math achievement is a need for the district. They would like to see the district move toward math intervention along a similar model to what the district is doing in reading intervention.
- Teachers believe the addition of instructional assistants has been critical in the implementation of full-day kindergarten.
- Several teachers responding to LCAP Survey 3 said they would like smaller class sizes.
- Teachers are very supportive of the distribution of technology devices to students. Some said classrooms need more chargers and charging stations for devices in classrooms at OAHS.
- Teachers value the Professional Learning Community (PLC) time they have with grade level or departmental colleagues.
- On LCAP Survey 3 teachers gave a range of feedback on professional development. Some asked for more choice, while others asked for training to be done in periodic bursts instead of extended professional development days. Suggested topics included brain research, how to deal with severe behaviors, and education on acceptance of LGBTQ+ youth.

#### Classified Employees:

- A challenge this school year has been the lack of substitutes for classified employees, especially instructional assistants. Some instructional assistants have needed to be temporarily moved to high priority positions such as those supporting Special Education students. Classified employees are hoping that more substitutes will be available in 2022-2023.
- Classified employees have appreciated being included in more training, including district professional development days which classified employees were paid to attend.
- Some classified employees asked for more inclusion in both school communication and school-home communication, as this will help them be better apprised of what is happening at their school sites.

#### Administrators:

- Like teachers, administrators have not had a routine year due to the continuation of COVID-19. Contact tracing, the need to manage classroom coverage when substitutes were not available, and making sure health guidelines were followed all took considerable time. School principals did not have as much time for instructional leadership and their own professional development. They look forward to a more typical year in 2022-2023.
- Schools have been impacted by severe behaviors, especially at the junior high school level, that include student-on-student aggression, social media challenges, threats, and substance use. Additional administrative support will help, as will targeted social/emotional learning activities, student education, and parent education.
- Administrators identify math as a priority for the district and would like to work on improving initial math instruction (Tier 1) and implementing math intervention (Tier 2).

#### English Language Development (ELD) for English Learners needs to remain a priority.

- Continuing support for newer teachers is needed, as many of the district's more experienced teachers have retired and many newer teachers are coming on board.

- Administrators in the Special Education Department would like to work on more inclusive teaching practices for students with disabilities in 2022-2023 and beyond.

Santa Barbara County SELPA:

- The LCAP needs to be an all-inclusive plan that serves not just general education students but students with disabilities.
- School districts need to prioritize mental health services for students to meet the increased need.
- The County SELPA is very encouraging of more inclusive teaching practices for students with disabilities.

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

Input received from educational partners validates the district's continuing emphasis on mental health support for students, social/emotional learning, staff wellness, and other work in the social/emotional realm. The addition of an elementary counselor instead of a social worker (Action 4.10) was a direct response to student needs. The district will need to maintain its focus on students' emotional/mental wellness in the coming year. Other aspects of the LCAP influenced by input from educational partners this year and in past years include the following:

- The need to analyze severe behaviors that occurred this school year and map out preventive actions that can be taken in 2022-2023
- The need to focus on student achievement in mathematics
- The need for the district to adopt and implement a social/emotional learning curriculum, SEE Learning
- The need for instructional assistants to support students in transitional kindergarten and kindergarten
- The need to redouble efforts to provide extra tutoring for foster youth and students experiencing homelessness
- The need for community liaison support for families of English Learners
- The need to continue resuming special/extracurricular student activities that went on hiatus during COVID-19

# Goals and Actions

## Goal

Goal #	Description
1	<p>We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.</p> <p>State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter</p>

An explanation of why the LEA has developed this goal.

In 2019, the California School Dashboard reported one area of recommended focus for the Orcutt Academy in English/language arts. Students in the Socioeconomically Disadvantaged subgroup declined 13.6 points and are performing 10.4 points below standard.

In math, the dashboard reported that all students participating in state testing declined 6 points and are performing 13.6 points below standard. Additionally, the Socioeconomically Disadvantaged subgroup declined 30.2 points and is performing 57.6 points below standard, and the Hispanic subgroup increased 5.6 points but still is performing 33.6 points below standard.

In Spring 2021, stakeholder groups indicated that student achievement is a high priority, with 63 percent choosing "increasing student achievement" as a high priority or very high priority.

Additionally, teachers, administrators, and parents all have stated that distance learning during the COVID-19 pandemic has contributed to difficulty for many of our students to learn and perform.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – ELA % Students met/exceeded standard	Percent of Students Scoring At or Above Standard on the 2019 CAASPP: All Students: 64.1%	For grades 3-8, CAASPP testing was not administered in Spring 2021. It will			Increase student performance for all students and each student group by 5 points in the area of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Low-income: 45.7%</p> <p>English Learners: 7.1%</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: 25.0%</p>	<p>resume in Spring 2022.</p> <p>Grade 11 did participate in CAASPP testing in Spring 2021. Results follow:</p> <p>Percent of Students Scoring At or Above Standard on the 2021 E/LA CAASPP:</p> <p>All Students: 82.1%</p> <p>Low-income: 69.7%</p> <p>English Learners: NA</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: NA</p> <p>Hispanic: 81.5%</p> <p>White: 83.3%</p>			<p>ELA as measured by the CAASPP and reported on the California Dashboard.</p>
<p>CAASPP - Math % Students met/exceeded standard</p>	<p>Percent of Students Scoring At or Above Standard on the 2019 CAASPP:</p> <p>All Students: 48.4%</p> <p>Low-income: 22.0%</p> <p>English Learners: 14.3%</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: 14.3%</p>	<p>For grades 3-8, CAASPP testing was not administered in Spring 2021. It will resume in Spring 2022.</p> <p>Grade 11 did participate in CAASPP testing in Spring 2021. Results follow:</p>			<p>Increase student performance for all students and each student group by 5 points in the area of Math as measured by the CAASPP and reported on the California Dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Percent of Students Scoring At or Above Standard on the 2021 Math CAASPP:</p> <p>All Students: 49.2%</p> <p>Low-income: 36.7%</p> <p>English Learners: NA</p> <p>Homeless: NA</p> <p>Foster Youth: NA</p> <p>Students with Disabilities: NA</p> <p>Hispanic: 38.5%</p> <p>White: 58.8%</p>			
University of California a-g compliance by graduating seniors	Percent of students accomplishing UC a-g requirements in Class of 2020: 59%	<p>Percent of students accomplishing UC a-g requirements in Class of 2021: 73.9%</p> <p>Preliminary data on percent of students accomplishing UC a-g requirements in Class of 2022: 64%</p>			Increase percentage of graduating seniors meeting UC a-g requirements by 5 points
English Learner Progress on ELPAC	English Learner Progress (Change) as reported on California School Dashboard: 68.2% making progress toward English language proficiency	<p>We have no data on English Learner Progress as of now. We do have the following:</p> <p>English Language Proficiency for Summative ELPAC as</p>			English Learner Progress will exceed 70% as reported on the California School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>reported on Data Quest (CDE) for 2020-2021</p> <p>Level 4 - Well Developed: 13.92%</p> <p>Level 3 - Moderately Developed: 45.94%</p> <p>Level 2 - Somewhat Developed: 26.68%</p> <p>Level 1 - Minimally Developed: 13.46%</p>			
<p>Re-designation Rate for English Learners (EL to RFEP) (district data)</p>	<p>In the Orcutt Union School District, 12% of English Learners were redesignated (EL to RFEP) in the 2019-2020 school year.</p> <p>13.4% of English Learners were redesignated (EL to RFEP) in the 2020-2021 school year.</p>	<p>An estimated 6.4% of OUSD English Learners (32 in total) have been redesignated as Fluent English Proficient to this point in the 2021-2022 school year.</p> <p>At the Academy 5 English Learners (4 from OAHS, 1 from OAK-8) have been redesignated as Fluent English Proficient to this point in the 2021-2022 school year.</p>			<p>10% of English Learners in the Orcutt Union School District will be redesignated (EL to RFEP)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner access to core Instruction and English Language Development (ELD)	100% of students received access to Core instruction and ELD	100% of students are receiving access to core instruction and ELD.			100% of students will receive access to core instruction and ELD.
Percent of Highly Qualified Teachers that are Appropriately Assigned	In the 2020-2021 school year, 100% of teachers were highly qualified and appropriately assigned.	At this time, OAHS has one science position being filled by a long-term substitute teacher who is not considered highly qualified and appropriately assigned.			100% of Orcutt Academy teachers will be highly qualified and appropriately assigned.
Percent of Orcutt Academy Sites Meeting FIT Requirements	In the 2020-2021 school year, 100% of OA sites met FIT requirements	Inspections conducted in January 2022 show 100% of OA sites meet state FIT requirements.			100% of OA sites will meet FIT requirements.
Percent of Students with Access to Instructional Materials	In the 2020-2021 school year, 100% of Orcutt Academy students had access to OUSD adopted materials that are standards-aligned	100% of OA students have access to OUSD-adopted materials that are aligned with state standards.			100% of Orcutt Academy students will have access to adopted materials that are standards aligned.
Percent of Students with Access to required Course of Study	In the 2020-2021 school year, 100% of Orcutt Academy students had access to required course of study.	100% of OUSD students have access to the required course of study.			100% of Orcutt Academy students will have access to required course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Reading Mean Rasch Unit (RIT) Score and Percentile	<p>OAK-8 Spring 2021 Reading Mean (average) RIT Score</p> <p>Grade 1 Mean Rit = 168</p> <p>Grade 2 Mean Rit = 185</p> <p>Grade 3 Mean Rit = 190</p> <p>Grade 4 Mean Rit = 209</p> <p>Grade 5 Mean Rit = 210</p> <p>Grade 6 Mean Rit = 221</p> <p>Grade 7 Mean Rit = 228</p> <p>Grade 8 Mean Rit = 227</p>	<p>OAK-8 Fall 2021 Reading Mean (average) RIT Score</p> <p>Grade 1 Mean Rit = 162.7</p> <p>Grade 2 Mean Rit = 173.4</p> <p>Grade 3 Mean Rit = 194.4</p> <p>Grade 4 Mean Rit = 194.7</p> <p>Grade 5 Mean Rit = 210.4</p> <p>Grade 6 Mean Rit = 215.8</p> <p>Grade 7 Mean Rit = 220</p> <p>Grade 8 Mean Rit = 229.1</p> <p>OAK-8 Winter 2022 Reading Mean (average) RIT Score</p> <p>Grade 1 Mean Rit = 172.27</p> <p>Grade 2 Mean Rit = 174.62</p> <p>Grade 3 Mean Rit = 200.00</p> <p>Grade 4 Mean Rit = 195.94</p> <p>Grade 5 Mean Rit = 212.38</p>			The mean RIT Score will increase by 2 points per grade level in the spring administration of the NWEA reading test



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 6 Mean Rit = 212.63 Grade 7 Mean Rit = 220.58 Grade 8 Mean Rit = 228.03			
NWEA Math Mean Rasch Unit (RIT) Score and Percentile	OAK-8 Spring 2021 Math Mean (average) Rit Score Grade 1 Mean Rit = 174 Grade 2 Mean Rit = 186 Grade 3 Mean Rit = 188 Grade 4 Mean Rit = 209 Grade 5 Mean Rit = 210 Grade 6 Mean Rit = 225 Grade 7 Mean Rit = 231 Grade 8 Mean Rit = 238	OAK-8 Fall 2021 Math Mean (average) Rit Score Grade 1 Mean Rit = 168.6 Grade 2 Mean Rit = 178.1 Grade 3 Mean Rit = 192.9 Grade 4 Mean Rit = 199.5 Grade 5 Mean Rit = 213.7 Grade 6 Mean Rit = 212.1 Grade 7 Mean Rit = 226.8 Grade 8 Mean Rit = 231.3  OAK-8 Winter 2022 Math Mean (average) Rit Score Grade 1 Mean Rit = 174.21 Grade 2 Mean Rit = 180.69			The mean RIT Score will increase by 2 points per grade level in the spring administration of the NWEA math test

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 3 Mean Rit = 200.86 Grade 4 Mean Rit = 200.64 Grade 5 Mean Rit = 214.44 Grade 6 Mean Rit = 214.88 Grade 7 Mean Rit = 230.19 Grade 8 Mean Rit = 236.13			
PSAT/National Merit Scholarship Qualifying Test (NMSQT) for grades 9, 10, and 11 - Evidence-based Reading and Writing (ERW)	PSAT/NMSQT, Fall 2019 Mean (average) ERW Score Grade 9 = 449 Grade 10 = 487 Grade 11 = 534	PSAT/NMSQT, Fall 2021 Mean (average) ERW Score Grade 9 (146 test takers) = 441 Grade 10 (135 test takers) = 472 Grade 11 (164 test takers) = 501			The mean ERW score will increase by 5 points in the fall administration of the PSAT/NMSQT test
PSAT/National Merit Scholarship Qualifying Test (NMSQT) for grades 9, 10, and 11 - Math	PSAT/NMSQT, Fall 2019 Mean (average) Math Score Grade 9 = 455 Grade 10 = 490 Grade 11 = 519	PSAT/NMSQT, Fall 2021 Mean (average) Math Score Grade 9 (146 test takers) = 426 Grade 10 (135 test takers) = 450 Grade 11 (164 test takers) = 483			The mean math score will increase by 5 points in the fall administration of the PSAT/NMSQT test

# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher on Special Assignment (TOSA) Support	All teachers will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSAs). TOSAs from the district's Educational Services Department will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2. TOSAs will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, homeless, and low income students.	\$57,086.00	Yes
1.2	Standards-Based Materials	Standards-based materials will be available to all students. Science curriculum was piloted by teachers in grades K-8 during the 2019-2020 and 2020-2021 school years. A committee consisting of teachers provided input and guidance for curriculum selection. A TK science program by the same publisher was viewed and chosen by TK teachers. A presentation was made to the School Board and materials were adopted in February 2021. Teachers received materials and were trained in the new science adoptions at the end of the 2020-2021 school year in preparation for the 2021-2022 school year. The science adoption materials contain resources for English Learners and students needing academic support.	\$15,000.00	No
1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Universal screenings, formative assessments and MTSS progress monitoring assessments will be administered to students to identify areas of need, effectiveness of program, and to monitor student progress. Data will be analyzed specific to English Learners, foster youth, homeless youth and low-income students to determine if instructional strategies are effective. The EduClimber data management program will be utilized to gather, analyze and	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		communicate academic data to staff. Data will be used in placement for intervention/enrichment groups, and to monitor student progress. Data will also be utilized to communicate information regarding student progress with parents and students. NWEA, Acadience, PathBlazer/Compass Learning will be available to individualize instruction as NWEA levels populate to PathBlazer to assist in targeting specific student academic needs.		
1.4	Professional Learning Communities (PLCs)	Professional Learning Community (PLC)/Leadership Team Members will receive a stipend in exchange for attending leadership team meetings, facilitating weekly PLC team meetings, making regular reports to administration, communicating leadership team decisions to the grade level/department PLC team, and other negotiated duties. The focus of the PLC team and Leadership Team meetings will be on student achievement and meeting the needs of at-risk students, specifically English Learners, foster students, homeless students, English Learners, and low-income students.	\$6,000.00	Yes
1.5	On-Site Intervention	Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers, and the grade level teaching team (Tier 1 and 2). TOSAs will provide support for identification of and training in effective, research-based intervention for at-risk youth (ELs, foster/homeless youth, low-income students, and students with disabilities).	\$26,278.00	Yes
1.6	Professional Consulting, Support Programs	Professional consulting in the areas of English/language arts and math will be available to teachers and administrators for support in focusing on students who are performing below standard. Programs will be utilized to reteach and reteach again students in need of additional instruction and practice. Instruction may also be provided during non-school hours and during breaks in school. Providing strategies in supporting at-risk students including English Learners, foster youth, homeless youth, low income students will be the main focus.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	English Language Development (ELD) Support	Provide translation support and access to community/school/district resources through bilingual community liaisons and bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers in the delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English Learners (LTEL).	\$9,125.00	Yes
1.8	Extra Support for Foster/Homeless Students	Small-group and Individual tutoring will be made available for at-promise foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth. Cost incorporated into Goal 1, Action 5	\$8,533.00	Yes
1.9	Executive Director of Curriculum & Instruction	All teachers and administrators will be supported in successfully implementing and teaching the California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of the Executive Director of Curriculum & Instruction. The executive director will ensure that the MTSS plan is complete and implemented with fidelity. The executive director will gather and monitor school site and district data to insure that at-promise students, especially English Learners, foster and homeless youth, students with special needs, and low-income students are receiving needed interventions and are making adequate progress. The executive director will regularly consult with site leadership teams to evaluate, monitor and revise program structures to meet the needs of at-promise students, specifically English Learners, foster youth, homeless youth, students with special needs, and low-income students.		Yes
1.10	Implementation of Summer Extended	Students will be offered summer programming that will focus on reading/math intervention and academic acceleration. Students	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Learning Opportunities	entering grades 1-6 will be offered a four-week summer school. Students entering TK/K, 7, and 9 will be offered a two week "jump start" session right before school starts. A six-week credit recovery program will be available to OAHS students in grades 10-12 who need to recover credit. In all summer programming students in at-risk groups (homeless, foster, EL, students with special needs, and low-income) will be given priority enrollment.		
1.11	Extended Learning Opportunities - Instructional Assistant	An instructional assistant will be placed in the TK/K class at OAK-8 to support academic and behavioral needs of students. Priority for support will be given to at-risk students (English Learners, homeless, foster, and low-income students).	\$16,769.00	Yes
1.12	Program Specialist	The program specialist will focus on the Multi-Tiered Systems of Support System (MTSS) to focus on the academic and social-emotional needs of our at-risk students (English Learners, homeless, foster, students with special needs, and low-income students). This person also will focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and social emotional needs of our at-risk students (English Learners, homeless, foster, students with special needs, and low-income students).	\$15,000.00	Yes

## Goal Analysis [2021-22]

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

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

All actions outlined for Goal 1 were implemented as planned. We did make the following adjustments:

- In Spring 2022, an additional community liaison was hired to give the district a total of four community liaisons and a bilingual secretary available to handle translation needs for families in need of them. Initiatives such as full-day kindergarten, the expansion of transitional kindergarten, and Expanded Learning Opportunities Program (ELOP)-funded childcare have increased the amount of communication the district needs to facilitate to and from families.

- The district had intentions to provide more tutoring services to foster youth and students experiencing homelessness; however, very few teachers volunteered to do the tutoring and the district was able to implement only a fraction of what it had hoped to do. The tutoring that did occur was paid out of other funds.

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 Teacher on Special Assignment (TOSA) support (\$42,512 in 2021-2022) came in approximately \$1,401 over budget due to negotiated compensation increases for teachers and the need for TOSAs to timesheet additional hours for numerous afterschool meetings.

1.2 Standards-Based Materials (\$34,000 in 2021-2022) came in \$19,000 over budget due to the need to purchase additional textbooks to accommodate expanded enrollment at OAHS.

1.3 Universal Screening/MTSS/Progress Monitoring (no expenditures in 2021-2022) came in \$10,000 under budget because licenses and subscriptions to EduClimber, NWEA, Acadience, and PathBlazer/Compass Learning were purchased in the previous school year.

1.5 On-Site Intervention (\$28,000 in 2021-2022) came in \$1,722 over budget due to negotiated compensation increases for teachers.

1.6 Professional Consulting (\$5,200 in 2021-2022) came in \$8,983 under budget because the year-long shortage of substitute teachers meant it was difficult for release teachers to participate in professional development. The Educational Services Department chose to prioritize around one consultant, Michele Douglass, who focused on math instruction in grades 3-5 while providing generalized math PD to other teachers.

1.7 English Language Development (ELD) support (\$9,200 in 2021-2022) came in \$493 over budget due to the addition of a community liaison.

1.8 Extra Support for Foster/Homeless Students (no expenditures in 2021-2022) came in \$8,533 under budget due to a lack of teachers interested to doing the tutoring. Some tutoring did occur but the district was not able to realize its plan due to the staffing shortfall. The tutoring that did occur was paid out of other funds.

1.10 Implementation of Summer Extended Learning Opportunities (no expenditures in 2021-2022) came in \$70,000 under budget due to other funds being used for the programming.

1.11 Extended Learning Opportunities - Instructional Assistants in Kindergarten (no expenditures in 2021-2022) came in \$35,000 under budget due to other funds being used for this position.

1.12 Program Specialist (no expenditures in 2021-2022) came in \$15,000 under budget due to other funds being used for this position.

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

While NWEA scores show student achievement has been impacted by COVID-19 and the resulting interruptions to in-person instruction, there is evidence that student achievement is rebounding. Reading achievement is improving, which validates the district's significant efforts around reading instruction, progress monitoring, and reading intervention. Math achievement is bouncing back a bit but still features levels of proficiency districtwide and for subgroups that are lower than proficiency levels in reading. This points to a need for a district focus on math achievement in 2022-2023. Tier 1 math instruction can improve, and students can benefit from more progress monitoring and intervention in math.

With these priorities for student achievement, Goal 1 puts in place the needed infrastructure and supports. Teachers on Special Assignment and the Executive Director of Curriculum & Instruction provide critical support to school sites with instructional practice, progress monitoring, and intervention, with TOSAs focusing on assistance for teachers and the executive director focusing on assistance to principals. TOSAs and the executive director put significant emphasis helping schools with English Language Development (ELD); this includes the administration of state ELPAC testing and the implementation of the new Ellevation online platform for English Learner student data. Meanwhile, the program specialist funded by the LCAP functions as a valuable resource for improving academic achievement among students with disabilities.

Full-day kindergarten is not new to OAK-8, but a helpful step this school year was the addition of an instructional assistant to support students. The OAK-8 TK/K class will be moving in 2022-2023 to a classroom with a restroom.

Input from educational partners via LCAP Survey 3 (186 respondents) showed general validation for the effectiveness of actions developed for Goal 1. Actions with the highest ratings for effectiveness included standards-based textbooks and materials (82.06% of respondents rating as "highly effective" or "effective"), extra support for foster/homeless youth (79.03%), instructional assistants in kindergarten (78.49%), English Language Development for English Learners (76.21%), and on-site academic intervention (74.59%). Other actions received ratings for effectiveness ranging between 62% and 74% "highly effective" or "effective," with no action receiving substantial ratings in the "somewhat effective" or "not effective" columns. Additional actions suggested by respondents included making sure to have substitutes for intervention teachers and instructional assistants when they are absent, planning more hands-on activities, having teachers plan office hours before or after school for provision of one-on-one support, offering more tutoring services, implementing structured math intervention modeled after the reading intervention program, using "e-textbooks" more, returning to a partial-day schedule for kindergartners, providing more learning options or methods for students with ADHD or ADD, and lowering class size.

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.

No changes to Goal 1 and associated metrics, desired outcomes, or actions are planned, with one exception: In 2022-2023, a TOSA position in math for OAHS no longer is planned.



Input from educational partners and reflection on the 2021-2022 school year have validated the actions stated here. Looking ahead to 2022-2023, we have identified the following priorities:

- Math, both initial classroom instruction (Tier 1) and intervention (Tier 2). The Educational Services Department is planning to make math a focus for professional development.
- English/language arts, both initial classroom instruction (Tier 1) and intervention (Tier 2). We are seeing progress in this subject area but want to continue our work here.
- English Language Development (ELD) for English Learners. The emphasis needs to be on reading, writing, and academic English so students at higher ELPAC levels can accomplish redesignation.

**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	<p>We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready and thrive in a global society.</p> <p>State Priorities: Priority 2 (State Standards: Conditions of Learning), Priority 7 (Course Access: Conditions of Learning)            Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter</p>

An explanation of why the LEA has developed this goal.

Our stakeholder group of parents, administrators, teachers, parents, and community members set "Future Ready" as a goal in the district's Strategic Plan. This group strongly feels that students need to participate in activities that focus on real-world events to make learning meaningful and relevant. Additionally, the Orcutt Academy School Advisory Council is very much interested in CTE programming being added to the menu of options for students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career and Technical Education (CTE) Student Course Access	CTE classes have not been offered yet. In the 2021-2022 school year we plan to launch a CTE pathway in Information Communications Technology at OAHS as well as some CTE curriculum based on Project Lead the Way at OAK-8.	OAHS has launched a CTE pathway in Information Communications and Technology with two sections of AP Computer Science Principles. 47 OAHS students are participating.			OAHS has established a CTE pathway in Information Communications and Technology. All OAK-8 students, including at-promise students (EL, foster, homeless, low-income) have equitable access to CTE curriculum based on Project Lead the Way.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of course/enrichment offerings that focus on future ready skills	OAHS has an established FIRST Robotics Team with a long record of success in regional and worldwide competition. OAK-8 has a FIRST Lego League Team that in the past has qualified for regional competition. E-sports are being planned to start in the 2021-2022 school year.	<p>Due to the continuance of COVID-19, a FIRST Lego League season and competition could not occur this fall. The OAHS Robotics Team convened a Lego League demonstration by Zoom that involved two district schools.</p> <p>The OAHS Robotics Team had an exceptional season. The team qualified twice for the FIRST World Championships in Houston in April 2022: by winning the Chairman's Award at the Central Valley Regional and by making the finals of the Ventura Regional. The Spartatroniks squad then was part of a coalition that made the semifinals for the World Championships.</p>			OAK-8 and OAHS continue their participation in FIRST Lego League and FIRST Robotics respectively while adding e-sports to offerings for students.
Spring 2021 districtwide SAMR Survey by school	Survey results indicating the level of technology use in	The SAMR Survey was administered by OUSD school			Evidence of transformational use of technology

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
administrators (analysis of level of use of technology in classroom lessons) identified technology use in the classroom as Enhancement (Substitution, Augmentation) or Transformational (Modification, Redefinition)	<p>class at the time of the administrator visit:</p> <p>1.69% Redefinition 13.56% Modification 66.10% Augmentation 18.64% Substitution (19.18% technology not in use)</p> <p>52% of teachers were using technology with a "somewhat or direct" connection to the lesson.</p>	<p>administrators in Spring 2022. Based on 117 classroom visits, results are as follows:</p> <p>3.42% Redefinition 12.82% Modification 34.19% Augmentation 23.08% Substitution (26.50% Technology not in use)</p> <p>55.56% of teachers were using technology with a "somewhat or direct" connection to the lesson.</p>			(Modification or Redefinition) will increase by 20%.
Digital Citizenship Accounting Survey	Teachers are asked to utilize Common Sense Media (or similar) curriculum to teach Digital Citizenship skills to students. Currently, participation is not recorded.	Some content on digital citizenship has been integrated into OAHS Spartan Homeroom and classroom instruction at OAK-8.			All teachers will teach at least five digital citizenship lessons to students each school year.
Student-computer device/internet access ratio	Each student at OAK-8 and OAHS is given a district computer device (iPad/Chromebook) to use at home and at school. WiFi hot spots are available to	The OUSD Technology Department has provided a device to all Orcutt Academy students and a WiFi hot spot to families			Expand technology access so all Orcutt Academy students are given a computer device to use at home and at school. A hotspot will be available to families

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	families who do not have internet access.	with no internet access.			who do not have internet access.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Programming	OAHS will launch a Career and Technical Education (CTE) pathway in the industry of Information Communications and Technology. OAK-8 will implement CTE curriculum based on the Project Lead the Way unit Design and Modeling. Equitable course access will be available for at-promise students (foster, homeless, EL, low income).	\$53,000.00	Yes
2.2	Focus on Future Ready Enrichment Opportunities	E-sports will be available to high school and junior high students with equitable access to students in at-promise groups (foster, homeless, low income, EL). Additional opportunities will be available such as coding, digital media, etc. to all students in all grade levels again with equitable access to students in at-promise groups (foster, homeless, low-income, EL).	\$28,000.00	Yes
2.3	Professional Development in Integration of Technology for Future Ready Skills	Teachers will receive professional development in the integration of technology for future-ready skills by TOSAs, consultants, outside workshops/conferences. Priority will be given to technology and PD that focuses on needs of at-promise learners including homeless, foster, EL, low income and students with disabilities.	\$5,500.00	Yes
2.4	Technology Devices/Access for Students	Each student will be issued a technology device (Chromebook or iPad) to be used at home and at school. Hotspots will be available for students who do not have adequate access to wifi. If wifi cannot be accessible at home, arrangements will be made so that students can be on campus additional time to be able to access wifi.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Creative Learning Environments	Staff will investigate alternatives for creative learning environments, including furniture, technology, physical space, and tools to improve student engagement and learning.	\$0.00	No

## Goal Analysis [2021-22]

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

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

All actions outlined for Goal 2 were mostly implemented as planned. We did need to make the following adjustments:

- CTE Career Exploration curriculum through Project Lead the Way has not yet been implemented on the OAK-8/Olga Reed campus, as staff there are working on a suitable time slot for this curriculum and there will be a new 7/8 teacher in 2022-2023.
- Due to COVID-19 health restrictions OAK-8 was not able to field a Lego League robotics team in the fall. The school plans to resume Lego League in Fall 2022.

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 CTE Programming (\$50,662 in 2021-2022) came in \$662 over budget because of negotiated compensation increases for teachers.

2.2 Focus on Future Ready Enrichment Opportunities (\$1,500 in 2021-2022) came in \$13,500 under budget because expenses associated with setting up an E-sports room and computer gaming options for students simply have not been as high for the charter as projected.

2.3 Professional Development in Integration of Technology for Future Ready Skills (no expenditures in 2021-2022) came in \$5,500 under budget because the district bore the expenditure of technology training and some training was not able to take place due to release time being impacted by a lack of substitute teachers.

2.4 Technology Devices for Students (\$17,000 in 2021-2022) came in \$83,000 under budget because other funds were utilized for new technology devices and for device replacement.

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

The provision of technology devices to all students has been transformative in helping students to be "future ready." The SAMR Survey administered in association with this LCAP goal showed (1) a higher percentage of lessons in which technology use is directly connected and needed for task completion, with students determining which application would best address their needs; and (2) a higher percentage of classrooms featuring technology-reliant lessons and activities that allow for the creation of new tasks. The next step for technology will be to work with community organizations to improve home internet access. In May 2022, the district participated with County Supervisor Bob Nelson, the EconAlliance of Northern Santa Barbara County, and a regional broadband consortium in a community meeting focused on bringing "broadband" -- high-speed, high-bandwidth internet access -- to this area. Most of our students' homes have a connection to the internet, but the connection is not robust enough to accommodate the multimedia applications increasingly used in education. Reduced-price internet service (such as the \$9.99/month deal through Xfinity) and hot spots also do not provide a sufficient connection. Broadband access is necessary for our students and district to be truly ready for the future.

The introduction of an Information Communication Technologies pathway at OAHS is an important component of the Academy's vision to implement Career and Technical Education (CTE) programming. Students have progressed through the CTE AP Computer Science Principles course quite well, as they have found the Code.org curriculum informative and engaging. The course was highlighted in an OUSD Career Readiness Showcase this spring, and four OAHS CTE students were recognized at a Santa Maria Valley Chamber of Commerce breakfast in May. CTE teacher Heather Penk has done excellent work establishing this pathway and is excited to introduce a new Cybersecurity course in 2022-2023.

Input from educational partners via LCAP Survey 3 (186 respondents) showed strong validation for most actions developed for Goal 2. Actions with the highest ratings for effectiveness included distribution of technology devices to all students (94.05% of respondents rating as "highly effective" or "effective"), professional development in integration of technology (82.16%), Career and Technical Education (CTE) classes/offerings for secondary students (78.82%), and creative learning environments (78.26%). E-sports offerings for secondary students received a rating of 46.45% "highly effective" or "effective", but it should be noted that the initiative has not yet been implemented at the junior high schools and 19.67% of respondents indicated they had "no opinion." Additional actions suggested by respondents included upgrading technology devices provided to secondary students to include MacBooks, offering more electives centered around technology and coding, making technology education mandatory, continuing Community Interviews at junior high schools, and establishing more outdoor learning environments.

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.

No changes to Goal 2 and associated metrics, desired outcomes, or actions are planned. Input from educational partners and reflection on the 2021-2022 school year have validated the actions stated here. Looking ahead to 2022-2023, we have identified the following priorities:

- Making digital citizenship a districtwide focus. This needs to involve multiple forces: the Educational Services Department, the Technology Department, school administrators, and classroom teachers.

- Continuing professional development in effective integration of technology, with the goal of seeking technology use that redefines learning.
- Expanding CTE programming to include OAK-8. Students at OAK-8 and neighboring Olga Reed School can benefit from access to the Project Lead the Way curriculum.
- Expanding E-sports to junior high schools and possibly upper elementary grades. The Technology Department is anxious to promote this opportunity with students.
- Participating in community efforts to bring broadband to our communities.
- Capitalizing on federal ESSER III funding to establish more outdoor learning spaces on our campuses.

**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	<p>We will provide our staff inspiring, relevant, and meaningful learning and wellness opportunities in a safe supportive environment to prepare for the ever-changing needs of our district.</p> <p>State Priorities: Priority 1 (Basic: Conditions of Learning), Priority 4 (Pupil Achievement: Pupil Outcomes), Priority 7 (Course Access: Conditions of Learning)                      Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter</p>

An explanation of why the LEA has developed this goal.

The teacher stakeholder group shared that continuing weekly PLC opportunities is essential. Parents noted that access to intervention is important for at-risk students. Teachers noted that being able to have a schedule which allows for each student to have the opportunity to get the skills he/she needs (intervention/extension) is important. Administrators, teachers, parents and community members discussed the benefits of having certificated P.E. and music teachers who work with students during one session of teacher PLC time each week.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of times per week teachers meet in a PLC group	<p>OAK-8 teachers meet twice weekly in PLC groups.</p> <p>OAHS teachers meet weekly in PLC groups.</p>	<p>OAK-8 teachers are meeting twice weekly in PLC groups based on grade-level clusters.</p> <p>OAHS teachers are meeting once weekly in departmental PLC groups.</p>			<p>OAK-8 teachers will meet twice weekly in PLC groups.</p> <p>OAHS teachers will meet weekly in PLC groups.</p>
PLC Self-Rating Device - (teachers	Scores 1-5 (1= low, 5 = high)	The self-rating device for PLCs was			Using the PLC Self-Rating Device,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
districtwide rating competency in grade-level team or department team in relation to key components of PLCs)	3.86 Essential Standards 3.94 PLC Teams 3.56 Use of Data 3.61 Use of Common Formative Assessments 3.18 Use of RTI/MTSS for Intervention	administered in Spring 2022.  Scores 1-5 (1= low, 5 = high)  Los Alamos PLCs (OAK-8 & Olga Reed) 3.8 Essential Standards 4.0 PLC Teams 4.0 Use of Data 3.0 Use of Common Formative Assessments 3.3 Use of RTI/MTSS for Intervention  OAHS PLCs 3.6 Essential Standards 3.6 PLC Teams 3.0 Use of Data 3.1 Use of Common Formative Assessments 3.7 Use of RTI/MTSS for Intervention			teachers will rate competency of grade-level or department PLC teams above 4 in each area.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Restructuring Instructional Time	Time is built into the school day for all teaches to meet weekly for at least 60 minutes. In addition, OAK-8 teachers have a 90-minute	\$84,248.00	Yes

Action #	Title	Description	Total Funds	Contributing
		weekly block of time to meet. This time for Professional Learning Communities (PLCs) is spent discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction for our students in at-promise groups (English Learners, foster, homeless, low income, special education). The Executive Director of Educational Services and TOSAs will analyze student intervention data regularly with a prioritized focus on at-promise students (English Learners, homeless, foster, low income, and students with special needs). Funds are used to compensate teachers for increasing their work day.		
3.2	Professional Development in Universal Design for Learning	Administrators and teachers will receive inservice in Universal Design for Learning (UDL) to learn strategies to assist students in at-promise groups (SWD, foster, homeless, ELs, low-income) to successfully participate in instruction. Additionally, learning strategies such as Problem-Based Learning, Questioning, Literature Circles, Center-Based Learning, Socratic Seminars, etc. will be considered to engage students.	\$0.00	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.

All actions outlined for Goal 3 were implemented as planned. We did make the following adjustment:

- Professional Development in Universal Design for Learning was postponed until 2022-2023 based on (1) release time being impacted by the lack of substitute teachers and (2) the continuation of COVID-19 this school year and its time demands on school administrators.

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.

In Goal 3 there were no material differences between budgeted and estimated actual expenditures.

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

Professional Learning Communities (PLCs) have been an indispensable venue for teacher collaboration around student learning and improved student outcomes. This school year was not what it was expected to be in that COVID-19 continued and for most of the year schools and classrooms were heavily impacted by COVID-19 cases and a revolving door of sorts where some students were going out on quarantine while other students were cleared for return. Some teachers had to cope with COVID-19 themselves. Through all of this, PLCs served as a place where teachers received moral support from colleagues and were able to collaborate on instructional planning, progress monitoring, analysis of data, and classroom interventions. It is difficult to imagine students doing as well in 2021-2022 without PLCs being present for teachers.

Input from educational partners via LCAP Survey 3 (186 respondents) showed validation for the effectiveness of actions developed for Goal 3. Time for teachers to meet in Professional Learning Communities (79.46% of respondents rating as "highly effective" or "effective") and professional development for staff in mental/physical wellness (69.19%) were valued by survey respondents. Training for staff in Universal Design for Learning received 65.95% "highly effective" or "effective" ratings, but it should be noted that the training has not yet been implemented and 14.05% of respondents indicated "no opinion." Additional actions suggested by respondents included incorporating more teacher choice in professional development, holding "kindness challenges" for students, educating staff on acceptance of LGBTQ+ youth, professional development in brain research, and giving students a place to provide anonymous feedback to teachers.

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.

No changes to Goal 3 and associated metrics, desired outcomes, or actions are planned. Input from educational partners and reflection on the 2021-2022 school year have validated the actions stated here. Looking ahead to 2022-2023, we have identified the following priorities:

- Revisiting the basic tenets of Professional Learning Communities (PLCs). The district has not hosted a basic PLC training or sent staff to a PLC conference since prior to the pandemic; with so many newer teachers on board, all PLC teams will benefit from reacquainting themselves with the essential questions and processes of PLCs.
- Professional development in dealing with student behaviors, including severe acting-out behaviors. Numerous teachers and instructional assistants have requested this.
- Professional development in Early Childhood Education for transitional kindergarten/kindergarten teacher and instructional assistant. This will help our TK/K staff to prepare for the expansion of their grade level to include most all 4-year-olds by 2025-2026.
- Professional development for school and district administrators. Requested topics include leadership, being an instructional leader, and school culture.
- Continue with current math consultant Michele Douglass while seeking out a quality English/language arts consultant. The district has profited greatly from its association with E/LA consultant Tina Pelletier, but she has retired and we need to identify another person to assist us with E/LA instruction, progress monitoring, and intervention. Ideally, we would like to find someone with expertise at the secondary level who can be a resource to OAHS as well.

**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	<p>We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion, fostering engaged, supported, and challenged students.</p> <p>State Priorities: Priority 3 (Parental Involvement: Engagement), Priority 5 (Pupil Engagement: Engagement), Priority 6 (School Climate: Engagement), Priority 8 (Other Pupil Outcomes: Pupil Outcomes)            Local Priorities: OUSD Strategic Plan, Orcutt Academy Charter</p>

An explanation of why the LEA has developed this goal.

All stakeholders (administrators, parents, teachers, students, community members) stated that student mental wellness is important. Students' emotional and mental health for some time has been a prominent topic at Orcutt Academy School Advisory Council meetings at which Safe Schools Plans and the OA LCAP have been discussed. The COVID-19 pandemic and its impact on students has added to the urgency of this discussion.

In a Spring 2021 survey, 73% of stakeholders indicated that "maintain a positive school climate" is a high priority and 53% indicated that "increase student engagement" is a high priority.

Teachers commented that the state's definition of attendance (engagement) during the pandemic does not reflect authentic involvement by the student in school. They noted that students with anxiety or other emotional issues might just appear on a class Zoom for a few minutes and/or not feel comfortable using their video. Teachers recommend a focus on students' emotional wellness in the years to come.

In a student survey for the Single School Plan conducted in Fall 2020, students were asked to determine if, "At my school and during distance learning, there is a teacher or other adult who really cares about me." The percentages of students indicating this statement was "pretty much true" or "very much true" were 85% at OAK-8 and 71% at OAHS.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate - SIS	<p>In the 2019-2020 school year, the monthly average attendance rate until school closure was 96.3% for OAK-8 and 96.1% for OAHS.</p> <p>In the 2020-2021 school year from September - February, the monthly average "engagement: rate" was 98.0% for OAK-8 and 98.2% for OAHS.</p>	<p>Attendance has declined due to COVID-19, quarantining, and challenges with short-term independent study. The Academy's attendance rate for 2021-2022 to date is 93.16%.</p>			<p>Monthly Average Attendance Rate of 97% or higher.</p>
Suspension/Expulsion Rate	<p>Student Group Suspension Information as reported by the Data Quest website for the 2019-2020 school year (including school closure time):</p> <p>1.5% - All Students 0.9% - Hispanic or Latino 1.5% - White 2.4% - Two or More Races 0% - English Learners</p>	<p>To date this school year we have the following suspension rates (17 students have been suspended):</p> <p>2.4% - All Students 0.0% - African American 0.0% - American Indian 0.0% - Asian 2.9% - Filipino 2.6% - Hispanic or Latino 2.4% - White 1.1% - Two or More Races</p>			<p>Decrease suspension rate for "All Students" group and student groups above 1% to 1% or less.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1.1% Socioeconomically Disadvantaged NA% - Foster Youth NA% - Homeless 2.5% - Students with Disabilities	5.0% - English Learners 4.1% Socioeconomically Disadvantaged 0.0% - Foster Youth 0.0% - Homeless 4.6% - Special Education			
Orcutt Academy Parent Survey (LCAP Survey 2)	Level of School-Home Communication Spring 2021 Parent Survey 43.3% - Excellent 43.3% - Good 11.3% - Fair 2.0% - Poor	School Communication Level Spring 2022 Parent Survey School Communication Level 40.7% - Excellent 37.3% - Good 18.7% - Fair 3.4% - Poor			90% of parents will indicate that the school communication level is Excellent/Good.
Physical Fitness Test - Healthy Fitness Zone (HFZ)	2018-2019 Percent of Students in HFZ Grade 5 75.0% - Aerobic Capacity 56.2% - Body Composition 93.8% - Abdominal Strength 100% - Trunk Extension Strength	State fitness testing was administered this spring, but the body composition requirement was removed and the reporting of student performance using the Healthy Fitness Zones is not required. The focus of state fitness			The percent of students scoring in the HFz will increase by 4% (or to 80%) for all areas below 80%.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	68.8% - Upper Body Strength 62.5% - Flexibility Grade 7 47.4% - Aerobic Capacity 47.4% - Body Composition 84.2% - Abdominal Strength 100% - Trunk Extension Strength 47.4% - Upper Body Strength 47.4% - Flexibility Grade 9 76.4% - Aerobic Capacity 75.7% - Body Composition 98.6% - Abdominal Strength 98% - Trunk Extension Strength 88.5% - Upper Body Strength 87.8% - Flexibility	testing results will be student participation.			
Chronic Absenteeism	2018-2019 Chronic Absenteeism Rate 8.7% - All Students 17.9% - English Learners NA - Foster Youth NA - Homeless	2021-2022 Chronic Absenteeism Rate 21.33% - All Students 40.0% - English Learners 33.3% - Foster Youth 0% - Homeless			Chronic Absenteeism will decrease by 4% for each student subgroup.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	14.2% - Socioeconomically Disadvantaged 16.2% - Students with Disabilities	30.5% Socioeconomically Disadvantaged 24.2% - Students with Disabilities			

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Counseling Services	Continue counseling services at OAHS with guidance counselors hired by the district to provide support with academic planning, postsecondary planning, and social/emotional needs. Continue access by OAK-8 and OAS to a counselor who can assist with social/emotional needs and future planning. Priority for all counseling services to target the needs of English Learners, foster/homeless youth, and low-income students.	\$251,497.00	Yes
4.2	Focus on Attendance Data	With the direction and support of the district Educational Services Department, schools will collect and analyze attendance data monthly with a priority focus on at-risk student groups (low income, foster, homeless, English Learners, and students with special needs). School leadership teams will analyze this data at least monthly to evaluate/ and modify (as needed) attendance incentive opportunities for individual students (again, with a priority focus on at-risk student groups: foster, homeless, English Learners, low-income, and students with special needs).	\$0.00	Yes
4.3	Focus on Behavior/Suspension /Expulsion Data	Under the direction and with the support of the district Educational Services Department, schools will collect and analyze behavior referral, suspension, and expulsion data monthly with a priority focus on at-risk student groups (English Learners, foster, homeless,	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		special education, low income students). School leadership teams will analyze this data at least monthly to evaluate and modify (as needed) MTSS SEL/Suspension flowchart protocols for individual students (again, with a priority focus on at-promise student groups: English Learners, foster, homeless, low income, and students with disabilities).		
4.4	Provide credentialed PE teachers for TK-8 students	Provide additional time for targeted instruction and Professional Learning Communities, especially for English Learners, foster youth, homeless youth, and low income students through the implementation of bi-weekly physical education instruction with credentialed physical education teachers in grades TK-8 at OAK-8. Class sizes larger than 50 students will receive support from a Classified instructional assistant. Materials and equipment will be provided to support equal access to PE standards and programming. The PE program will have a social-emotional focus to target needs of at-promise students (English Learners, foster, homeless, low-income).	\$43,615.00	Yes
4.5	Arts Programming for Students	Every student in grades K-6 will receive weekly classroom music instruction with a credentialed music teacher. This time will be coordinated with visual arts instruction and physical education to allow teachers to meet in Professional Learning Community groups to focus on student achievement. Professional Development for music teachers will be available. The Orcutt Children's Arts Foundation will assist with funding for the art program. Providing PLC time for teachers to discuss student performance will contribute to improving services for at-risk students which include homeless and foster youth, English Learners, and low income students.	\$18,693.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Implementation of weekly enrichment instruction for students encouraging innovation through creativity, critical thinking, collaboration, and communication in grades TK-6 to provide additional time for professional development, Professional Learning Communities, and teacher collaboration, especially focused on meeting the needs of English Learners, foster youth, homeless youth and low-income students in grades TK-6. Certificated hourly support teachers are contracted and trained to provide instruction to students.	\$28,620.00	Yes
4.7	Social Emotional Focus	<p>Under the direction and with the support of the Educational Services Department, Social Emotional Learning (SEL) curriculum will be identified and implemented to all students TK-8.</p> <p>A committee of administrators, teachers, and counselors will focus on emotional health and wellbeing of students in recommending an SEL curriculum with a focus on students in at-risk groups (foster and homeless youth, students with disabilities, English Learners, and low-income students). A particular curriculum, Social, Emotional, and Ethical (SEE) Learning, has been piloted and has been well received, and the committee simply needs to work out a plan for adoption, training, and implementation.</p> <p>Funds will be spent on staff training, programs, release time, and materials.</p>	\$20,000.00	Yes
4.8	Parent Square Home/School Communication Platform	Continue district/teacher/parent access to Parent Square	\$4,000.00	No
4.9	Social Worker  (Action discontinued for 2022-2023)	A social worker will be added to the OUSD staff to target and meet the needs of students in at-risk groups (special education, homeless, foster, low-income, and English Learners).	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(An additional elementary counselor funded instead of a social worker. The position was not paid for out of LCAP funds. See note later in this section.)		

## 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.

All actions outlined for Goal 4 were implemented as planned. We did make the following adjustments:

- PBIS implementation focused on Tier 1 this year, as OAK-8 revisited its matrix of expectations for student behavior and focused communication and incentives on reinforcing these expectations.
- During most of the year, afterschool and during-school enrichment opportunities were not possible due to the continuation of COVID-19 and associated health restrictions.
- The district has identified Social, Emotional, and Ethical (SEE) Learning as an SEL curriculum but has not been able to move forward with training due to (1) requirements of SEE Learning that district staff still need to fulfill and (2) the lack of substitute teachers who can provide release time. SEE Learning training and implementation has been postponed until 2022-2023.
- The district opted not to hire a social worker, instead hiring an additional elementary counselor to address an increased need for student social/emotional 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.

4.1 Counseling Services (\$126,000 in 2021-2022) came in \$41,143 under budget because other funds were used to defray this expense.

4.3 Provide Credentialed P.E. Teachers for TK-8 Students (\$43,000 in 2021-2022) came in \$2,560 over budget due to negotiated compensation increases for teachers.

4.5 Arts Programming for Students (22,000 in 2021-2022) came in \$4,512 over budget due to more staff time being needed for the program than projected.

4.6 Enrichment Opportunities (no expenditures in 2021-2022) came in \$28,620 under budget due to the inability to hold afterschool and during-school activities because of COVID-19 health restrictions.

4.7 Social Emotional Focus (no expenditures in 2021-2022) came in \$20,000 under budget because implementation of SEE Learning has been postponed until 2022-2023.

4.9 Social Worker (no expenditure in 2021-2022 for an elementary counselor) came in \$25,000 under budget because a social worker was not hired. The district opted instead to add an additional elementary counselor out of non-LCAP funds.

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

Student attendance this school year was greatly impacted by the continuation of COVID-19. The attendance rate for OAHS and OAK-8 declined substantially while the rate of chronic absenteeism rose dramatically. For students who were truant, a positive step was taken by the local School Attendance Review Board (SARB). SARB streamlined its process for school referrals and was able to hold a meeting for each OUSD referral. In some cases, the County District Attorney's Office was involved with follow-up. Attendance did improve as the year progressed, and we have hopes that it will return to pre-pandemic rates in 2022-2023.

Suspensions were up at OA, but it should be noted that the district set a record for number of student suspensions in 2021-2022. Suspensions were up at all sites, but especially at the junior high schools, due to an increase in student-on-student aggression, social media challenges that goaded students into misbehavior, and substance use. Severe behaviors including social media threats, vandalism of school facilities, and use of substances such as cannabis (and possibly fentanyl) point to a need for more student education, more parent education, more staff training, and more student supervision. In Orcutt, PBIS has been effective at communicating schoolwide expectations to the student body at large, but something more is needed to address severe behaviors such as those described here. Counselors, who have been very busy throughout the current year in responding to student social/emotional needs, can play a role in helping this situation in 2022-2023.

A bright spot relative to Goal 4 is school-home communication, as high levels of parents term school communication as being "excellent" or "good." The Parent Square platform for school-home communication has proven to be highly effective in tailoring communication to the format and language selected by parents.

Input from educational partners via LCAP Survey 3 (186 respondents) showed general validation for the effectiveness of actions developed for Goal 4. Actions with the highest ratings for effectiveness included counseling services for students (87.03% of respondents rating as "highly effective" or "effective"), music and art instruction for grades K-6 (83.87%), and credentialed physical education teachers for grades TK-6 (77.96%). Other actions received ratings for effectiveness ranging between 66% and 74% "highly effective" or "effective," with no action receiving substantial ratings in the "somewhat effective" or "not effective" columns. Additional actions suggested by respondents included providing more afterschool/extracurricular opportunities for students, planning more field trips, getting more buy-in for PBIS from older students, having periodic mental health "check-ins" with students, increasing counseling services, and increasing vice-principal support.

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.

No changes to Goal 4 and associated metrics and desired outcomes are planned. Action 4.9 has been discontinued, as an additional elementary counselor was hired instead of a social worker. Input from educational partners and reflection on the 2021-2022 school year have validated the current actions and the change to Action 4.10 stated here. Looking ahead to 2022-2023, we have identified the following priorities:

- Analyzing what happened with student suspensions in 2021-2022 and developing an action plan for improvement. Likely next steps include student education, parent education, staff training, more (or different) student supervision, and involvement of community resources.
- Continuing the district's path with PBIS. For OAK-8 the 2021-2022 school year was about revisiting its expectations and matrices, but the coming year needs to entail progress to Tier 2 of PBIS implementation and beyond. As possible, the district also would like to implement additional training in "PBIS in the Classroom," as it was well received by district teachers prior to the pandemic.
- Implementation of SEE Learning. The district is ready to adopt SEE Learning as its social/emotional learning curriculum, and 2022-2023 will need to be devoted to staff training. We also would like to look into universal screeners for student social/emotional needs.
- Working toward improved student attendance. We are hoping COVID-19 subsides so we can work, through communication and accountability, to have students resume more regular rates of attendance in 2022-2023.

**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)
\$409,013	0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.27%	0.00%	\$0.00	5.27%

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.

Goal 1: We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- CAASPP E/LA and math results/California School Dashboard: Actions 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
- English Learner progress on ELPAC: Actions 1, 4, 7, 9
- English Learner redesignation rate: Actions 1, 7, 9
- NWEA reading and math results: Actions 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Action 1 (TOSAs): TOSAs will instruct and support teachers in the implementation of MTSS, targeted intervention, and implementation of Tier 1 and Tier 2 instruction. TOSAs will provide support for identification and training in effective, research-based interventions for at-risk students (English Learners, foster youth, homeless youth, and low-income students). Teachers and administrators report that TOSAs are very valuable in supporting teachers in their delivery of Tier 1 and Tier 2 curriculum. These stakeholders also report that the TOSAs' focus on intervention is essential.



Action 2 (Standards-based Materials): The district has selected materials with an eye to resources and supplementary supports for at-promise students (foster and homeless youth, English Learners, and low-income students).

Action 3 (MTSS): Student screening and assessment data will be analyzed specific to at-promise students (foster and homeless youth, English Learners, and low-income students). Teachers and administrators report that screening and monitoring progress of students within MTSS is essential in being able to know if every student is making satisfactory progress. Research shows that implementation of MTSS results in student academic growth.

Action 4 (PLCs): PLC meetings will focus on the needs of at-promise students (foster, homeless, English Learners, and low-income). Research shows that if teachers closely follow the PLC process, students will make progress.

Action 5 (On-site Intervention): Priority for targeted support through on-site intervention will be given to students in the at-promise groups (homeless, foster, English Learners and low-income). Teachers and administrators shared that our research-based SIPPS reading intervention program is successful in helping students learn to read.

Action 6 (Professional Consulting, Support Programs): Providing strategies in supporting at-promise students (English Learners, foster, homeless, and low income) will be the main focus of consultants and support programs.

Action 7 (ELD Support): An English Language Development (ELD) TOSA will coach teachers in the delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English Learners (LTELs). Bilingual community liaisons and bilingual staff will provide translation support and access to community/school/district resources. This will directly benefit English Learners.

Action 8 (Extra Support for Foster/Homeless Students): Small-group and individual tutoring will be made available for at-promise foster and homeless students. Scholarships for fee-based enrichment programs will be made available to foster/homeless students. Teachers of foster and homeless students shared that the tutoring support was especially helpful during school closure. The teachers and tutors worked together to make sure that the support was targeted to the students' needs.

Action 9 (Executive Director of Curriculum & Instruction): The executive director will gather and monitor school site and district data to insure that at-promise students, especially English Learners, foster and homeless youth, and low-income students, are receiving needed interventions and are making adequate progress. The executive director will regularly consult with site leadership teams to evaluate, monitor, and revise program structures to meet the needs of at-promise students, specifically English Learners, foster youth, homeless youth, and low-income students. Research shows that implementation of MTSS results in student academic growth.

Action 10 (Summer Programming): Students in at-promise groups (homeless, foster, English Learner, and low-income) will be given priority enrollment.

Action 11 (Extended Learning Opportunities - Instructional Assistant): The instructional assistant placed in the TK/K class at OAK-8 will

enable the teacher to devote more attention and support to at-promise students in her class.

Action 12 (Program Specialist): The program specialist will focus on MTSS implementation that addresses the needs of students with special needs, English Learners, homeless and foster youth, and low-income students.

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Goal 2: We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- Number of schools participating in FIRST Lego League: Action 2
- Number of schools/grade levels included in e-sports: Action 2
- District SAMR Survey: Actions 3, 4, 5
- Number of digital citizenship lessons completed: Action 3
- Number of CTE Career Exploration course offered to junior high school students: Action 1

Action 1 (CTE Programming): Equitable course access will be available for at-promise students (homeless, foster, English Learner, and low-income).

Action 2 (Future Ready Enrichment): Equitable access to enrichment opportunities will be available for at-promise students (homeless, foster, English Learner, and low-income). Parents and teachers commented that it is important to give equal access to students in at-promise groups.

Action 3 (Professional Development in Integration of Technology): Professional development topics will focus on the needs of at-promise students (foster, homeless, English Learner, and low-income).

Action 4 (Technology Devices/Access for Students): Provision of devices and hotspots (if needed) gives at-promise students an equitable opportunity for school success.

Action 5 (Creative Learning Environments): Staff continue to search for school, classroom, and program designs that best meet the needs of at-promise students (homeless, foster, English Learner, and low-income).

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Goal 3: We will provide our staff inspiring, relevant, and meaningful learning and wellness opportunities in a safe, supportive environment, to prepare for the ever-changing needs of our district.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- Frequency and number of PLC meetings: Actions 1, 2
- PLC Self-Rating Device: Action 1

Action 1 (Restructuring Instructional Time): The thrust is data collection and analysis, with special focus on data of students in at-promise groups (homeless, foster, English Learner, and low-income).

Action 2 (Professional Development in Universal Design for Learning [UDL]): UDL is designed to focus on strategies that promote the diverse skills of all students, especially students in our at-promise groups (students with special needs, English Learners, foster youth, and homeless youth).

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Goal 4: We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

Needs of foster youth, English Learners, and low-income students are indicated via the following data points:

- Attendance rate: Actions 1, 3, 4, 8, 10, 11
- Chronic absenteeism rate: Actions 1, 3, 4, 8, 10, 11
- Suspension rate: Actions 2, 3, 5, 9, 10, 11
- School participation in PBIS: Actions 3, 11

Action 1 (Counseling Services): The priority for services will be to target the needs of students in at-promise groups (foster, homeless, low-income, and English Learner).

Action 2 (Focus on Attendance Data): Monitoring of attendance data will focus on students in at-promise groups (foster, homeless, low-income and English Learner).

Action 3 (Focus on Behavior/Suspension/Expulsion Data): Those included in analyzing data on positive behaviors, behavioral/discipline referrals, suspensions, and expulsions will focus on students in at-promise groups (foster, homeless, low-income, and English Learner).

Action 4 (PE Teachers to Provide Time for TK-8 teachers to Have PLC Meetings): The provision of this PE instruction is designed to afford teachers time to focus on targeted instruction prioritizing the needs of students in at-promise groups (foster, homeless, low-income, and English Learner). Research shows that if teachers closely follow the PLC process, students will make significant academic progress.

Action 5 (Art/Music Provided to Students While TK-8 teachers are in PLC Meetings): Art/music instruction coordinated with PE instruction

(Action 4) gives teachers more time to plan effective instruction for students in at-risk groups (homeless, foster, English Learners, and low-income). Research shows that if teachers closely follow the PLC process, students will make significant academic progress. Also, research shows that providing students art and music instruction increases their understanding of core academic instruction.

Action 6 (Enrichment Opportunities): Visual arts, makerspace activities, STEAM activities, and other enrichment will give first priority for participation to students in at-risk groups (foster, homeless, low-income, and English Learner).

Action 7 (Social/Emotional Focus): The priority here is on social/emotional curriculum that will address the needs of students in at-risk groups (foster, homeless, low-income, and English Learner).

Action 8 (Parent Square School-Home Communication Platform): This platform has proven invaluable as a mechanism for two-way communication between the school and the families of students in at-risk groups. The platform has the ability to send and field communication via text, email, and telephone message, so families can communicate in their preferred medium.

Action 9 (Social Worker): This action has been discontinued. Instead, an additional elementary counselor was hired using non-LCAP funds.

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

Supplemental Local Control Funding Formula Funds for the 2021-2022 school year are calculated based on the unduplicated pupil count.

The Orcutt Academy will offer a variety of programs and supports specifically for unduplicated pupils [English Learners, foster youth, low-income pupils, and re-designated English Learners (Fluent English Proficient)]. These include Teachers on Special Assignment (TOSA) who will focus on content instruction at every school site including English Language Development for English Learners. Additional support for English Learners will include bilingual community liaisons/support staff. Other programs and supports include technology specifically targeting access to computers and the internet, access to devices and/or internet outside of the school day, counseling/mental health support for students, resources provided by a social worker, data collection for targeted instruction and progress monitoring, intervention programs, foster youth individual/small group tutoring, positive attendance support, and positive behavior intervention support. The Orcutt Union School District is continuing to research and pilot effective Multi-Tiered Systems of Support (MTSS) strategies for both academic achievement and behavior as it moves forward with implementing MTSS districtwide. As part of this, Teachers on Special Assignment (TOSAs) will work closely with site administration and leadership teams to identify and allocate resources to appropriate students at their schools targeting English learners, foster youth, students with disabilities, and/or students who are socioeconomically disadvantaged. Services will be coordinated and student progress monitored by the Executive Director of Educational Services.

At OAK-8 the Academy will offer additional instruction with specialists in the areas of music, physical education, and art/makerspace (reported below) that will enable teachers to flexibly group their students and reduce class size, thereby allowing for small-group and

individual instruction for at-risk students (English Learners, homeless, foster, low-income) along with focused collaboration time through Professional Learning Communities once a week to focus on Tier 1 instruction. On the agenda for these meetings are planning intervention groups, English Language Development instruction, reading "focus folders", discussion of student data, grouping students, and discussion of PDSAs based on student learning data.

The Academy also will offer services and programs that are aligned with LCAP goals and the OUSD Strategic Plan to serve all students. These services include collaboration time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties as leads for PLC teams/members of site leadership teams, and districtwide benchmark assessments to monitor the progress of all students.

A number of our actions serve specific student populations, but are implemented schoolwide. A large body of research exists that stipulates programs are more effective when delivered in a systematic process. The justification for schoolwide implementation of these practices is the importance of making an impact on the learning environment and climate of the school as a whole which will have a disproportionately positive impact on the targeted subgroups. These services are the most effective use of our funds because they enable us to target instruction specific to each student's individual needs and they maximize the time of our professionals to collaborate in support of student learning. Specifically, we use visual arts, classroom music instruction, and elementary physical education instruction as ways to systematically and systemically address the needs of specific student populations. In addition to the benefit to students receiving instruction in physical education, classroom music, and visual arts, during this time teachers are meeting in Professional Learning Communities to discuss student learning with a focus on student achievement data.

The following instructional strategies/methodologies will be used to increase or improve services for all students based on research based best practices:

- Release time for our teachers to meet in Professional Learning Communities to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English learners, foster youth, students with disabilities, and/or students who are socioeconomically disadvantaged.
- Weekly classroom music instruction for OAK-8 students in grades K-6. Research shows music education prepares students to learn, facilitates student academic achievement and develops the creative capacities for lifelong success. Music facilitates learning in other subjects and enhances skills that children inevitably use in other areas. It is found to have a positive effect on language development, an increased IQ, spatial-temporal skills, and overall the brain works harder when learning the skills required for music (Cutietta, Hamann, Walker, 1995 & Rauscher, 1996).
- For OAK-8, Physical Education instruction from a credentialed PE teacher. The physically active child is more likely to be academically motivated, alert, and successful. In the primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative, and problem solving competencies (The National Association for Sport and Physical Education (NASPE). Every student in grades TK-6 will receive instruction in music and physical education, and seventh and eighth graders will receive instruction in PE, but this time also will be utilized for small-group instruction to target needed skills,

assessment of student progress via progress monitoring and benchmark assessments, and teacher collaboration around intervention instruction.

- Continuation of the Parent Square school-home communication platform to facilitate everyday communication, meaningful interaction, and participation in decision making by stakeholders.
- All online programs are web-based and available to students 24 hours a day, 7 days a week. Programs currently are used for homework, independent study, writing, as an in-class instructional tool, and can be used to target skill development and as an intervention program.

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.

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

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$413,013.00	\$372,951.00			\$785,964.00	\$646,984.00	\$138,980.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher on Special Assignment (TOSA) Support	English Learners Foster Youth Low Income	\$57,086.00				\$57,086.00
1	1.2	Standards-Based Materials	All		\$15,000.00			\$15,000.00
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	English Learners Foster Youth Low Income		\$10,000.00			\$10,000.00
1	1.4	Professional Learning Communities (PLCs)	English Learners Foster Youth Low Income	\$6,000.00				\$6,000.00
1	1.5	On-Site Intervention	English Learners Foster Youth Low Income	\$26,278.00				\$26,278.00
1	1.6	Professional Consulting, Support Programs	English Learners Foster Youth Low Income		\$15,000.00			\$15,000.00
1	1.7	English Language Development (ELD) Support	English Learners	\$9,125.00				\$9,125.00
1	1.8	Extra Support for Foster/Homeless Students	Foster Youth	\$8,533.00				\$8,533.00
1	1.9	Executive Director of Curriculum & Instruction	English Learners Foster Youth					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	Implementation of Summer Extended Learning Opportunities	English Learners Foster Youth Low Income		\$55,000.00			\$55,000.00
1	1.11	Extended Learning Opportunities - Instructional Assistant	English Learners Foster Youth Low Income		\$16,769.00			\$16,769.00
1	1.12	Program Specialist	English Learners Foster Youth Low Income		\$15,000.00			\$15,000.00
2	2.1	CTE Programming	English Learners Foster Youth Low Income		\$53,000.00			\$53,000.00
2	2.2	Focus on Future Ready Enrichment Opportunities	English Learners Foster Youth Low Income		\$28,000.00			\$28,000.00
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	English Learners Foster Youth Low Income		\$5,500.00			\$5,500.00
2	2.4	Technology Devices/Access for Students	English Learners Foster Youth Low Income		\$15,000.00			\$15,000.00
2	2.5	Creative Learning Environments	All					\$0.00
3	3.1	Restructuring Instructional Time	English Learners Foster Youth Low Income	\$84,248.00				\$84,248.00
3	3.2	Professional Development in Universal Design for Learning	English Learners Foster Youth Low Income					\$0.00
4	4.1	Counseling Services	English Learners Foster Youth Low Income	\$126,815.00	\$124,682.00			\$251,497.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	Focus on Attendance Data	English Learners Foster Youth Low Income					\$0.00
4	4.3	Focus on Behavior/Suspension/Expulsion Data	English Learners Foster Youth Low Income					\$0.00
4	4.4	Provide credentialed PE teachers for TK-8 students	English Learners Foster Youth Low Income	\$43,615.00				\$43,615.00
4	4.5	Arts Programming for Students	English Learners Foster Youth Low Income	\$18,693.00				\$18,693.00
4	4.6	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	English Learners Foster Youth Low Income	\$28,620.00				\$28,620.00
4	4.7	Social Emotional Focus	English Learners Foster Youth Low Income		\$20,000.00			\$20,000.00
4	4.8	Parent Square Home/School Communication Platform	All	\$4,000.00				\$4,000.00
4	4.9	Social Worker  (Action discontinued for 2022-2023)	English Learners Foster Youth Low Income					\$0.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$7,759,919	\$409,013	5.27%	0.00%	5.27%	\$409,013.00	0.00%	5.27 %	<b>Total:</b>	\$409,013.00
								<b>LEA-wide Total:</b>	\$409,013.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$409,013.00

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	1.1	Teacher on Special Assignment (TOSA) Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$57,086.00	0%
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.4	Professional Learning Communities (PLCs)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	0%
1	1.5	On-Site Intervention	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$26,278.00	0%
1	1.6	Professional Consulting, Support Programs	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.7	English Language Development (ELD) Support	Yes	LEA-wide Schoolwide	English Learners	All Schools	\$9,125.00	0%

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	1.8	Extra Support for Foster/Homeless Students	Yes	LEA-wide Schoolwide	Foster Youth	All Schools	\$8,533.00	0%
1	1.9	Executive Director of Curriculum & Instruction	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.10	Implementation of Summer Extended Learning Opportunities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.11	Extended Learning Opportunities - Instructional Assistant	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
1	1.12	Program Specialist	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
2	2.1	CTE Programming	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%0%
2	2.4	Technology Devices/Access for Students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: OA Independent Study		0%
3	3.1	Restructuring Instructional Time	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$84,248.00	0%
3	3.2	Professional Development in Universal Design for Learning	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
4	4.1	Counseling Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$126,815.00	0%
4	4.2	Focus on Attendance Data	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools		0%

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 (%)
					Low Income			
4	4.3	Focus on Behavior/Suspension/Expulsion Data	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
4	4.4	Provide credentialed PE teachers for TK-8 students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$43,615.00	0%
4	4.5	Arts Programming for Students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$18,693.00	0%
4	4.6	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$28,620.00	0%
4	4.7	Social Emotional Focus	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%
4	4.9	Social Worker  (Action discontinued for 2022-2023)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		0%

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$804,376.00	\$470,447.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	\$41,111.00	\$42,512.00
1	1.2	Standards-Based Materials	No	\$15,000.00	\$34,000.00
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes	\$10,000.00	
1	1.4	Professional Learning Communities (PLC)	Yes	\$4,200.00	\$4,200.00
1	1.5	On-Site Intervention	Yes	\$26,278.00	\$28,000.00
1	1.6	Professional Consulting, Support Programs	Yes	\$14,183.00	\$5,200.00
1	1.7	English Language Development (ELD) Support	Yes	\$8,707.00	\$9,200.00
1	1.8	Extra Support for Foster/Homeless Students	Yes	\$8,533.00	
1	1.9	Executive Director of Curriculum & Instruction	Yes	\$0	\$0
1	1.10	Implementation of Summer Extended Learning Opportunities	Yes	\$70,000.00	\$0

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	Extended Learning Opportunities - Instructional	Yes	\$35,000.00	\$0
1	1.12	Program Specialist	Yes	\$15,000.00	\$0
2	2.1	CTE Programming	Yes	\$50,000.00	\$50,662.00
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	\$15,000.00	\$1,500.00
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	\$5,500.00	\$0
2	2.4	Technology Devices/Access for Students	Yes	\$100,000.00	\$17,000.00
2	2.5	Creative Learning Environments	No	\$0.00	\$0
3	3.1	Restructuring Instructional Time	Yes	\$83,173.00	\$83,173.00
3	3.2	Professional Development in Universal Design for Learning	Yes	\$0.00	\$0
4	4.1	Counseling Services	Yes	\$167,143.00	\$126,000.00
4	4.2	Focus on Attendance Data	Yes	\$0.00	\$0
4	4.3	Focus on Behavior/Suspension/Expulsion Data	Yes	\$0.00	\$0

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)
4	4.4	Provide credentialed PE teachers for TK-8 students	Yes	\$40,440.00	\$43,000.00
4	4.5	Arts Programming for Students	Yes	\$17,488.00	\$22,000.00
4	4.6	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Yes	\$28,620.00	
4	4.7	Social Emotional Focus	Yes	\$20,000.00	
4	4.8	Parent Square Home/School Communication Platform	No	\$4,000.00	\$4000.00
4	4.9	Social Worker	Yes	\$25,000.00	\$0.00

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$381,261.00	\$460,376.00	\$381,448.00	\$78,928.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher on Special Assignment (TOSA) Support	Yes	\$41,111.00	\$42,512.00	0%	0%
1	1.3	Universal Screening/Multi-Tiered System of Support (MTSS)/Progress Monitoring	Yes			0%	0%
1	1.4	Professional Learning Communities (PLC)	Yes	\$4,200.00	\$8,425.00	0%	0%
1	1.5	On-Site Intervention	Yes	\$26,278.00	\$28,000.00	0%	0%
1	1.6	Professional Consulting, Support Programs	Yes	\$14,183.00	\$5,200.00	0%	0%
1	1.7	English Language Development (ELD) Support	Yes	\$8,707.00	\$9,200.00	0%	0%
1	1.8	Extra Support for Foster/Homeless Students	Yes	\$8,533.00	\$8,650.00	0%	0%
1	1.9	Executive Director of Curriculum & Instruction	Yes			0%	0%
1	1.10	Implementation of Summer Extended Learning Opportunities	Yes		\$3,088.00	0%	0%
1	1.11	Extended Learning Opportunities - Instructional	Yes			0%	0%
1	1.12	Program Specialist	Yes			0%	0%



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	CTE Programming	Yes			0%	0%
2	2.2	Focus on Future Ready Enrichment Opportunities	Yes	\$15,000.00	\$2,200.00	0%	0%
2	2.3	Professional Development in Integration of Technology for Future Ready Skills	Yes	\$5,500.00		0%	0%
2	2.4	Technology Devices/Access for Students	Yes			0%	0%
3	3.1	Restructuring Instructional Time	Yes	\$83,173.00	\$83,173.00	0%	0%
3	3.2	Professional Development in Universal Design for Learning	Yes			0%	0%
4	4.1	Counseling Services	Yes	\$167,143.00	\$126,000.00	0%	0%
4	4.2	Focus on Attendance Data	Yes			0%	0%
4	4.3	Focus on Behavior/Suspension/Expulsion Data	Yes			0%	0%
4	4.4	Provide credentialed PE teachers for TK-8 students	Yes	\$40,440.00	\$43,000.00	0%	0%
4	4.5	Arts Programming for Students	Yes	\$17,488.00	\$22,000.00	0%	0%
4	4.6	Enrichment Opportunities (Visual Arts, Makerspace, STEAM, etc.)	Yes	\$28,620.00		0%	0%
4	4.7	Social Emotional Focus	Yes			0%	0%
4	4.9	Social Worker	Yes			0%	0%

**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)
\$6,750,463	\$381,261.00	0.00%	5.65%	\$381,448.00	0.00%	5.65%	\$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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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



# Joseph Dana

## Assistant Superintendent of Educational Services



For Board Meeting of June 8, 2022

To: Dr. Holly Edds, District Superintendent  
From: Joe Dana  
Re: Request for Approval of New Health Textbook for OAHS

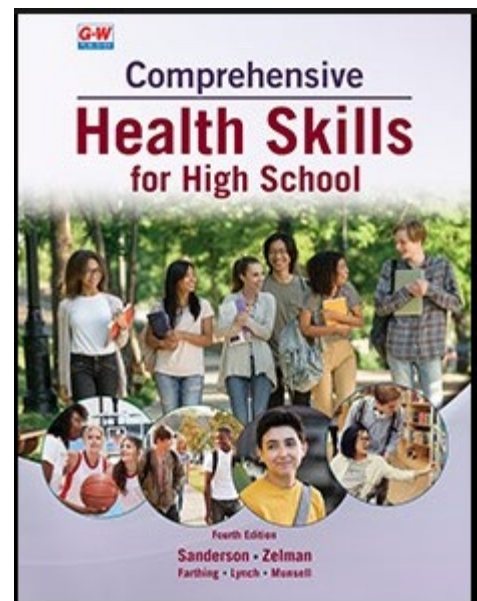
### Background

Orcutt Academy High School offers a semester-long Health course that is required to be taken by students in the ninth grade. In the coming school year OAHS will offer six semester sections of Health.

Since its inception, OAHS has used the textbook Health, published by Prentice Hall in 2007. While students and staff generally have taken good care of them, the textbooks have noticeably aged both physically and in the content they present. Accordingly, earlier this year we gave OAHS Health teachers Bridgette DePalma and Chad McKenzie the go-ahead to investigate options for a new Health textbook for 2022-2023.

After researching alternatives and looking into what other high schools are utilizing, Mrs. DePalma and Mr. McKenzie are recommending that Comprehensive Health Skills for High School, 4<sup>th</sup> edition, Copyright 2023 and published this year by The Goodheart-Willcox Co., be adopted as the new text for the OAHS Health course. Their specific reasons for this recommendation include the following:

- The text is aligned with current National Health Education Standards;
- The text includes a strong section on mental and emotional health that includes pertinent content on managing stress;
- The text updates study of hazardous substances to include vaping;
- The text features a chapter on having a healthy body image that is pertinent to today's high school students;
- Students will have access to an online textbook; and
- The text is being used at other local high schools and has earned favorable reviews.



Mrs. DePalma and Mr. McKenzie have participated in an initial overview of the text and associated resources provided by the publisher. Their implementation plan is to purchase a class set of print editions of the textbook that would remain in their shared classroom and enough additional online licenses so each student has access to the online version of the textbook for home use. (Print editions come with an online license.)

## Recommendation

Staff recommends that Comprehensive Health Skills for High School, 4<sup>th</sup> edition be adopted as the text for Orcutt Academy High School's Health course. To serve up to 200 students in a school year, this necessitates the purchase of 40 print editions for classroom use and an additional 60 six-year licenses that provide access to the online version of the textbook and other digital resources.

## Fiscal Impact

Based on a quote received from Goodheart-Willcox, the cost of the 40 print editions and 60 online editions of the textbook, including sales tax and shipping, is \$13,573.87. Teacher's editions will be included at no cost.

# Joseph Dana

## Assistant Superintendent of Educational Services



For Board Meeting of June 8, 2022

To: Dr. Holly Edds, District Superintendent  
From: Joe Dana  
Re: OSIS Move to Ralph Dunlap Campus

## Background

We are requesting formal board approval of our recommendation that the Orcutt School for Independent Study (OSIS) be moved from its current home in Casmalia to a new home on the campus of Ralph Dunlap School. As part of this action item, I would like to answer questions you (or anyone else) may have about why this move needs to happen and the opportunities it makes possible for OSIS.

### Why leave Casmalia?

The main reason to leave Casmalia is that Impulse, the internet provider for our Casmalia school site, has notified us that it no longer will provide internet service to Casmalia effective June 15. No other internet providers are available to provide economical service to Casmalia, so the site no longer is viable to be the base for a school that heavily relies on online curriculum and virtual instruction.

There are other reasons why Casmalia is less fitting as a home for OSIS. Fuel costs mean it is more expensive to make trips to and from Casmalia from Orcutt and Santa Maria. Participation in the blended program, which is a mix of on-campus instruction and home study, has declined. And the removal of OSIS from the charter means that OSIS is focused on serving district resident students as opposed to trying to attract students from outside the district (our IS program in the past has drawn students from Santa Maria and Guadalupe). But the main reason is the lack of internet service.

### Why Ralph Dunlap?

Ralph Dunlap's enrollment has declined, and it is projected to have nine spare classrooms in 2022-2023. It is able to provide OSIS an office/teacher work area as well as four classrooms.

Ralph Dunlap also has a central location within Orcutt. As mentioned earlier, OSIS is becoming more about providing educational options for OUSD resident students in the interest of keeping them enrolled in our district. Being at Ralph Dunlap would make OSIS very accessible to Orcutt families.

### What opportunities does Ralph Dunlap make possible for OSIS?

The vision for operating OSIS is that it will integrate with Ralph Dunlap to provide improved programming for OSIS students and an affiliation for OSIS families. Here are some opportunities we can identify as of this writing:

- OSIS students will have access to on-campus instruction in music, Arts Attack, Band, and physical education. The arts instruction alone figures to be quite compelling to OSIS families.
- OSIS students with an IEP can be serviced by Special Education providers at Ralph Dunlap.
- If needed, OSIS students can access counseling at Ralph Dunlap.
- OSIS students can participate in assemblies, special programs (such as DARE), and other activities on campus.
- The principals of Ralph Dunlap and OSIS have an opportunity for collaboration.

There are complexities with having two schools share a campus, but we believe that OSIS and Ralph Dunlap can develop a symbiotic partnership.

### **What needs to happen in order for OSIS to move to Ralph Dunlap?**

The moving process entails for the following:

- We will need to finalize room assignments for OSIS at Ralph Dunlap.
- OSIS will need to pack up textbooks and instructional materials. The Technology Department will need to move equipment such as televisions and computers. The Maintenance Department will need to move classroom/office furniture, filing cabinets, and other essential elements.
- Once items are moved to Ralph Dunlap, OSIS will need to set up shop in their new rooms.

### **What about Casmalia? What will happen to that campus?**

The Casmalia campus, especially the playground and basketball court, serves as a park and recreational space for Casmalia residents. Gates in proximity to school buildings will be kept locked while Point Sal Road gates providing access to the playground will be left open. The district will need to maintain grounds so the site looks presentable. The district will need to periodically inspect buildings and grounds to ensure that the campus is safe.

Meantime, the district will approach organizations that potentially could make use of the Casmalia campus. Some initial outreach has occurred, but board action officially approving this move will enable more of these efforts to take place.

Finally, it needs to be said that Casmalia has been a wonderful school site for this district for 14 years. Many of us have terrific “Casmalia memories” from Orcutt Academy K-8, Orcutt Academy Independent Study, and more recently OSIS. We are melancholy about leaving Casmalia, but at the same time we are excited about the possibilities for OSIS that exist at Ralph Dunlap.

## **Recommendation**

Staff recommends that the Board of Trustees approve the move of the Orcutt School for Independent Study from 3491 Point Sal Road in Casmalia to the campus of Ralph Dunlap School, 1220 Oak Knoll Road in Orcutt, effective for the 2022-2023 school year.

## **Fiscal Impact**

The move will produce a net positive fiscal impact for the district.

The district will achieve savings from no longer operating a separate school site in Casmalia. This would include savings on utilities (approximately \$21,000 per year) and bus transportation to/from Casmalia for blended learning (approximately \$15,000 per year).

The district also will achieve savings from an economy of scale at Ralph Dunlap. OSIS will be able to operate amid the infrastructure of services available there, including custodial service, grounds and maintenance service, the computer network, and more. Ralph Dunlap has the staffing to accommodate OSIS for Special Education support, P.E. instruction, music instruction, art instruction, and other programs.

The district would incur one-time costs estimated at \$5,000 that are associated with moving OSIS from Casmalia to Ralph Dunlap. The district also will need to have staff periodically check on the Casmalia school site to make sure it is safe and in good condition.

**Joseph Dana**  
**Assistant Superintendent of Educational Services**



For Board Meeting of June 8, 2022

To: Dr. Holly Edds, District Superintendent  
From: Joe Dana  
Re: Revision to Board Policy 5141.21

## Background

As per guidance from the California School Boards Association, we are updating Board Policy 5141.21 on administering medication and monitoring student health conditions to align with Education Code 49414.3, which states that schools may elect to make naloxone hydrochloride (often sold under the brand name Narcan) or other opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. These emergency medical aids are to be administered by a school nurse or other trained personnel who have volunteered to administer them and participate in annual training.

Approval of this revision will enable our school district to move forward with plans to make naloxone hydrochloride or other opioid antagonist available at our schools and to train staff volunteers to administer this medical aid when needed.

## Recommendation

Staff recommends that the Board of Trustees approve the revised Board Policy 5141.21.

## Fiscal Impact

No fiscal impact.

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

~~(cf. 5113—Absences and Excuses)  
(cf. 5113.1—Chronic Absence and Truancy)~~

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

~~(cf. 5141.24—Specialized Health Care Services)—  
(cf. 6159—Individualized Education Program)  
(cf. 6164.6—Identification and Education Under Section 504)~~

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a ~~parent/guardian~~ **parents/guardians** to administer medication to ~~his/her~~ **their** child at school, designate other individuals to do so on ~~his/her~~ **their** behalf, and, with the ~~child's~~ **student's** authorized health care provider's approval, request the district's permission for ~~his/her child~~ **the student** to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

~~(cf. 1250—Visitors/Outsiders)  
(cf. 5141—Health Care  
Emergencies) (cf. 5141.22—  
Infectious Diseases) (cf. 5141.23—  
Asthma Management)  
(cf. 5141.27—Food Allergies/Special Dietary Needs)—  
(cf. 6116—Classroom Interruptions)~~

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

**The Superintendent of designee shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)**

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

### Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

~~(cf. 3530—Risk Management/Insurance)~~

~~(cf. 4119.42/4219.42/4319.42—Exposure Control Plan for Bloodborne Pathogens)~~

~~(cf. 4119.43/4219.43/4319.43—Universal Precautions)~~

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. ~~(Education Code 49414, 49414.3, 49414.5, 49423, 49423.1)~~

The Superintendent or designee shall maintain documentation of the training, ongoing supervision, as well as annual written verification of competency of such other designated school personnel.

~~(cf. 4131—Staff Development) (cf. 4231—Staff Development) (cf. 4331—Staff Development)~~

*Legal Reference:*

**EDUCATION CODE**

~~48980 Notification at beginning of term 49407 Liability for treatment~~

~~49408 Emergency information~~

~~49414 Emergency epinephrine auto-injectors~~

~~49414.5 Providing school personnel with voluntary emergency training 49422 49427~~

~~Employment of medical personnel, especially:~~

~~49423 Administration of prescribed medication for student~~

~~49423.1 Inhaled asthma medication~~

~~49480 Continuing medication regimen; notice BUSINESS AND~~

**PROFESSIONS CODE**

~~2700 2837 Nursing, especially: 2726~~

~~Authority not conferred 2727 Exceptions~~

~~in general 3501 Definitions~~

~~4119.2 Acquisition of epinephrine auto-injectors~~



## Students

BP 5141.21 (c)

### HEALTH AND SAFETY CODE

~~11362.7-11362.85 Medicinal cannabis CODE OF REGULATIONS, TITLE 5~~

~~600-611 Administering medication to students UNITED STATES CODE, TITLE 20~~

~~1232 g Family Educational Rights and Privacy Act of 1974 1400-1482-Individuals with Disabilities Education Act UNITED STATES CODE, TITLE 21~~

~~812 Schedules of controlled substances~~

~~844 Penalties for possession of controlled substance UNITED STATES CODE, TITLE 29~~

~~794 Rehabilitation Act of 1973, Section 504 COURT DECISIONS~~

~~American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570~~

### *Management Resources:*

#### AMERICAN DIABETES ASSOCIATION PUBLICATIONS

~~Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006~~

~~Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015~~

~~Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007~~

~~Program Advisory on Medication Administration, 2005~~

#### NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

~~Helping the Student with Diabetes Succeed: A Guide for School Personnel, June, 2003 WEB SITES~~

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

~~American Diabetes Association: <http://www.diabetes.org>~~

~~California Department of Education, Health Services and School Nursing: <http://www.cde.ca.gov/ls/hc/hn>~~

~~National Diabetes Education Program: <http://www.ndep.nih.gov>~~

~~U.S. Department of Health and Human Services, National Institutes of Health, National Heart, Lung and Blood Institute, asthma information: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>~~

### *State*

~~5 CCR 600-611: Administering medication to students~~

~~Bus. Code 2700-2837: Nursing~~

~~Bus. Code 3500-3546: Physician assistants~~

~~Bus. Code 4119.2: Acquisition of epinephrine auto-injectors~~

~~Bus. Code 4119.8 Acquisition of naloxone hydrochloride or another opioid antagonist~~

~~Ed. Code 48980: Parent/Guardian notifications~~

~~Ed. Code 49407: Liability for treatment~~

~~Ed. Code 49408: Student emergency information~~

~~Ed. Code 49414: Emergency epinephrine auto-injectors~~

~~Ed. Code 49414.3: Emergency medical assistance; administration of medication for opioid overdose~~

~~Ed. Code 49414.5: Providing school personnel with voluntary emergency training~~

~~Ed. Code 49422-49427: Employment of medical personnel~~

~~Ed. Code 49423: Administration of prescribed medication for student~~

~~Ed. Code 49423.1: Inhaled asthma medication~~

~~Ed. Code 49480: Continuing medication regimen; notice~~

~~H&S Code 11362.7-11362.85: Medicinal cannabis~~

### *Federal*

~~20 USC 1232g: Family Educational Rights and Privacy Act (FERPA) of 1974~~

~~20 USC 1400-1482: Individuals with Disabilities Education Act~~

~~21 USC 812: Schedule of controlled substances~~

~~21 USC 844: Penalties for possession of controlled substance~~

~~29 USC 794: Rehabilitation Act of 1973, Section 504~~

### *Management Resources*

~~American Diabetes Association Publication: Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006~~

~~American Diabetes Association Publication: Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007~~

~~American Diabetes Association Publication: Program Advisory on Medication Administration, 2005~~

~~American Diabetes Association Publication: Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015~~

~~Court Decision American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570~~

## Students

BP 5141.21 (d)

National Diabetes Education Program Publication, Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

Website American Diabetes Association

Website National Diabetes Education Program

Website U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information

Website California Department of Education, Health Services and School Nursing

Website CSBA

Policy Adopted: ~~02/12/2020~~ 06/16/2022

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

**Joseph Dana**  
**Assistant Superintendent of Educational Services**



For Board Meeting of June 8, 2022

To: Dr. Holly Edds, District Superintendent  
From: Joe Dana  
Re: Revision to Board Policy 5132

## Background

In association with our district's effort to update our guidelines for student dress for the 2022-2023 school year, we are submitting a revision to Board Policy 5132 regarding student dress and grooming. Specifically, we are adding language to the effect that student clothing may not include hate speech or vulgarity, and may not promote illegal activity such as drug, alcohol, and tobacco use.

In researching how other school districts handle student dress, an OUSD working group found that some other districts specifically mention the items above in their policies. The group believes it will be helpful to future communication about student dress guidelines for these to be included in OUSD Board Policies.

## Recommendation

Staff recommends that the Board of Trustees approve the revised Board Policy 5132.

## Fiscal Impact

No fiscal impact.

**DRESS AND GROOMING**

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard, **include hate speech or vulgarity, promote illegal activity including drug, alcohol, and tobacco use,** or likely cause a substantial disruption to the educational process.

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

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

(cf. 0415 - Equity)

(cf. 5145.2 - Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

**DRESS AND GROOMING**

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(cf. 5144 - Discipline)

**Gang-Related Apparel**

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5136 - Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

**Uniforms**

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Legal Reference:

**Students**

BP 5132 (c)

**DRESS AND GROOMING**

EDUCATION CODE

212.1 Nondiscrimination based on race or ethnicity

220 Nondiscrimination

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

COURT DECISIONS

Jacobs v. Clark County School District, (2008) 26 F. 3d 419

Harper v. Poway Unified School District, (2006) 445 App. 3d 166

Marvin H. Jeglin et al v. San Jacinto Unified School District et al (C.D. Cal. 1993) 827 F. Supp. 1459

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Hazelwood School District v. Kuhlmeier, (1988) 108 S. Ct. 562

Hartzell v. Connell (1984) 35 Cal. 3d 899

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Policy Adopted: ~~12/11/19~~ 6/16/2022

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California