



Sequoia Union Board of Trustees Regular Board Meeting June 9, 2022 at 6:00 p.m.

A regular meeting of the Board of the Sequoia Union Elementary School will be held at 23958 Avenue 324, Lemon Cove, CA. ***Please note those in attendance will need to follow physical distancing and wear a mask if unvaccinated.***

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the school office at (559) 564-2106 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District office located at 23958 Ave. 324, Lemon Cove, California during normal business hours and on the website at <https://www.sequoiaunion.org/>

- 1. CALL TO ORDER at 6:00 pm**
- 2. FLAG SALUTE**
- 3. APPROVAL OF [AGENDA](#)**
- 4. COMMENTS FROM THE PUBLIC**

Board Policy #9323 allows each individual speaker three minutes for public comment. The public may choose to address the board on any non agenda item at this time, or on an agenda item at this time or at the time of the items discussion. Before making a comment, please gain recognition from the Chair and direct your comments through the Chair. Due to COVID-19, if you wish to submit a comment virtually you may do so online at <https://bit.ly/SUpubliccomment>. Comments must be submitted one hour prior to the scheduled meeting opening to ensure they will be read. The same requirements relating to the three minute limit apply to written comments also. Comments submitted after the opening of the meeting, but before adjournment will be recorded in the minutes.

- 5. PUBLIC HEARING**
 - 5.1. LCAP Charter**
 - 5.2 LCAP District**
 - 5.3 2022-2023 Sequoia Union Charter School Proposed Budget**



5.4 2022-2023 Sequoia Union District Proposed Budget

6. DISCUSSION & REPORTS

- 6.1 Superintendent Report
- 6.2 Superintendent Goals
- 6.3 P.T.C. Report

7. CONSENT ACTION ITEMS

- 7.1 Budget Report District
- 7.2 Budget Report Charter
- 7.3 Cafeteria Report
- 7.4 Enrollment Report District
- 7.5 Enrollment Report Charter
- 7.6 Payroll Report
- 7.7 Vendor Payment Report

8. OTHER ACTION ITEMS

- 8.1 [Approve the Minutes of the April 7, 2022 Regular Board Meeting](#)
- 8.2 [Approve the Minutes of the April 7, 2022 Special Board Meeting](#)
- 8.3 [Approve the Minutes of the May 12, 2022 Regular Board Meeting](#)
- 8.4 [Approve the A.B. 361 "State of Emergency" Teleconferencing Provisions for the Brown Act](#)
- 8.5 Approve the Interdistrict Transfers IN and OUT
- 8.6 [Approve the Moonlight Maintenance Quote to Deep Clean Kitchen and all Rest Rooms](#)
- 8.7 [Approve the Expanded Learning Opportunities Plan](#)
- 8.8 [Approve the Consultant Contract for the Interim District Business Manager](#)

9. ORGANIZATIONAL BUSINESS

- 9.1 Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings

10. CLOSED SESSION

- 10.1 GOVERNMENT CODE SECTION 54957.6: CONFERENCE WITH LABOR NEGOTIATOR
AGENCY REPRESENTATIVE: Superintendent-Principal. EMPLOYEE ORGANIZATION: S.E.T.A..
UNREPRESENTED EMPLOYEES: Sequoia Union Classified Staff.



SEQUOIA UNION | **ELEMENTARY SCHOOL**

**10.2 GOVERNMENT CODE SECTION 54957: PUBLIC EMPLOYEE PERFORMANCE
EVALUATION: Title - Superintendent-Principal**

1. ADJOURNMENT



5. PUBLIC HEARING 5.1 LCAP Charter



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sequoia Union Elementary Charter School

CDS Code: 54-72116-6054340

School Year: 2022-23

LEA contact information:

Ken Horn

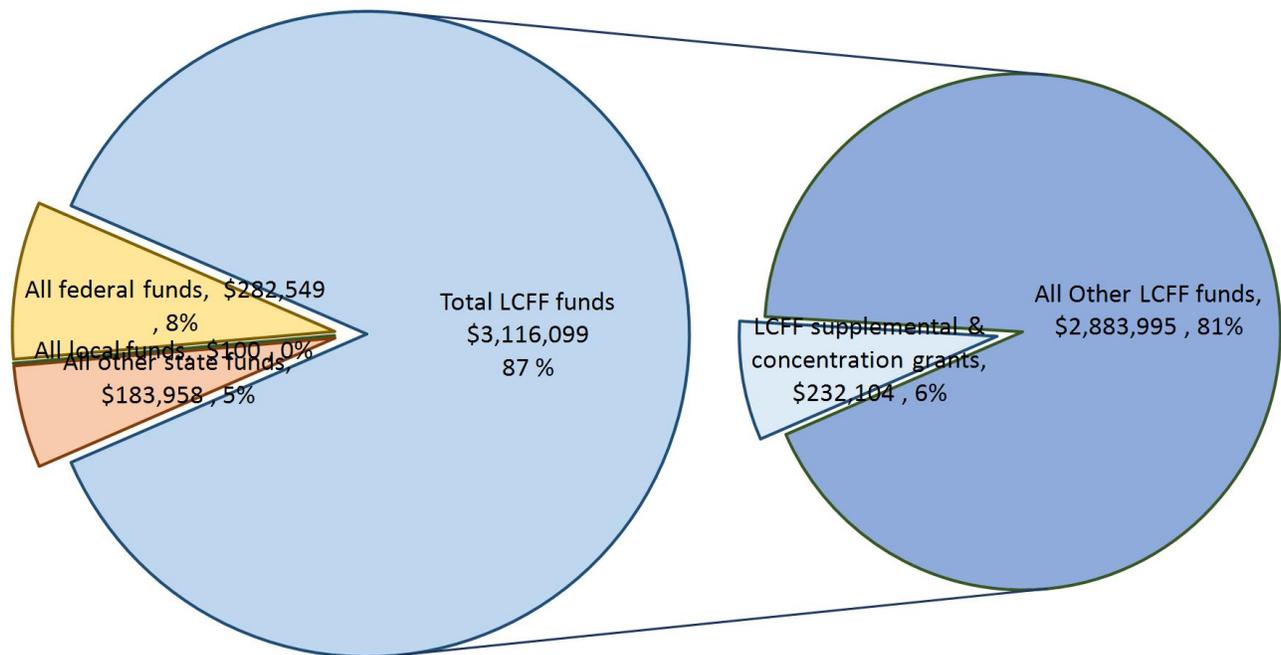
Superintendent-Principal

(559) 564-2106

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

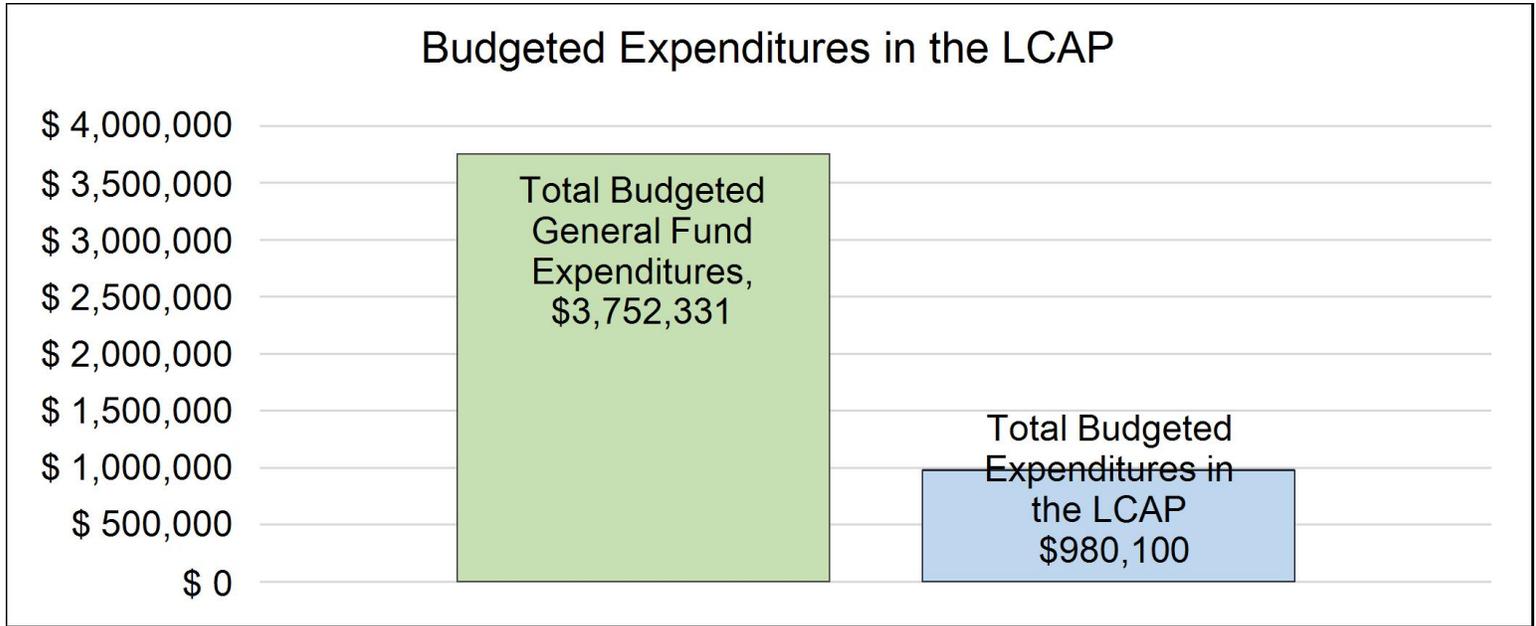


This chart shows the total general purpose revenue Sequoia Union Elementary Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sequoia Union Elementary Charter School is \$3,582,706, of which \$3,116,099 is Local Control Funding Formula (LCFF), \$183,958 is other state funds, \$100 is local funds, and \$282,549 is federal funds. Of the \$3,116,099 in LCFF Funds, \$232,104 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 Sequoia Union Elementary 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: Sequoia Union Elementary Charter School plans to spend \$3,752,331 for the 2022-23 school year. Of that amount, \$980,100 is tied to actions/services in the LCAP and \$2,772,231 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

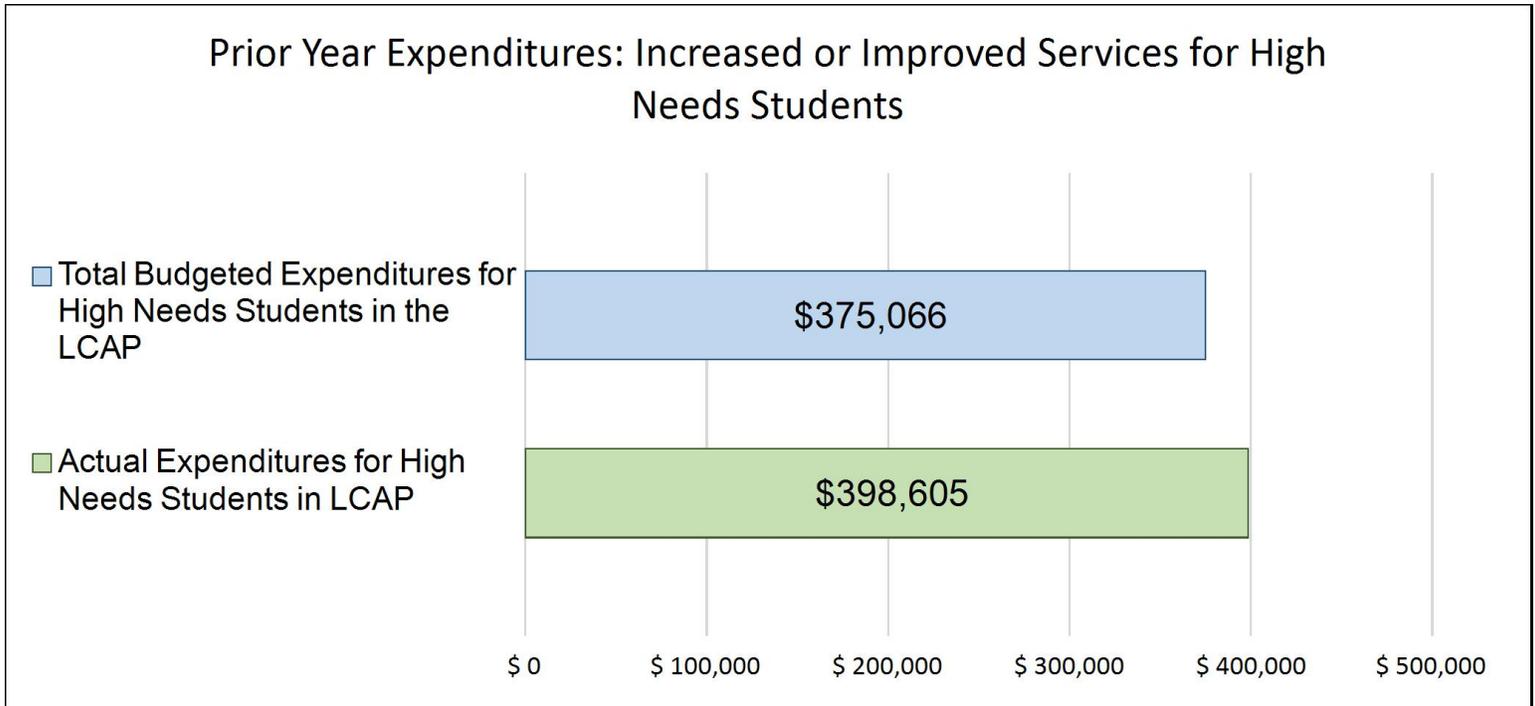
In 2022-23, Sequoia Union Elementary Charter School is projecting it will receive \$232,104 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sequoia Union Elementary Charter School plans to spend \$400,000.00 towards meeting this requirement, as described in the LCAP.

Sequoia Union Elementary Charter will continue to increase or improve services for high needs students by offering the Student Success Center to focus on intervention strategies for unduplicated students in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage unduplicated students in their learning; to provide English Language Development training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor at each grade level; provide curriculum that has built in support for unduplicated students learning needs; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily

engaged with unduplicated students on a daily basis; to provide response to intervention training through the lens of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for unduplicated students.

LCFF Budget Overview for Parents

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



This chart compares what Sequoia Union Elementary 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 Sequoia Union Elementary 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, Sequoia Union Elementary Charter School's LCAP budgeted \$375065.58 for planned actions to increase or improve services for high needs students. Sequoia Union Elementary Charter School actually spent \$398604.58 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$23539.00 had the following impact on Sequoia Union Elementary Charter School's ability to increase or improve services for high needs students:

The difference that caused the increase in the expected expenses and the actual expenses happened in Goal 1, Action 1, the Student Success Center and was due to the fact that we were able to hire an extremely experience teacher to lead the S.S.C. and she came on at a higher step and column than we budgeted for. The S.S.C.'s student data for the unduplicated students has a huge growth for those students in reading and math on their last IReady Benchmark. The increased expense had a tremendous impact for our students.



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
Sequoia Union Elementary Charter School	Ken Horn	kenhorn@sequoiaunion.org 5595642106

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).

Sequoia Union Elementary Charter School met several times with staff, parents, and community members on how best to use additional funds to meet the needs of our students. The following meetings were held with discussion and feedback given from stakeholders at School Site Council Meetings in February, March, April, November and December of 2021. There were reports and discussions with feedback provided from stakeholders at Regular Board Meetings and Special Board Meetings in February, March, April, October, November, and December of 2021. Certificated and Classified Staff were provided opportunities to discuss and provide feedback at Monthly All-Staff Professional Learning Community Meetings in February, March, April, August, October, and November of 2021. The discussions with stakeholder groups centered around explaining the goal and parameters of the use of the additional funds. Stakeholder groups shared ideas to provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and how to identify students and their needs, how best to inform parents, and how to report results of the implementation of the additional funds and how it interacts with the LCAP. Sequoia Union administration will continue to meet with staff, students, parents, community and other partners to

evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years.

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 Sequoia Union Elementary Charter School does not receive a concentration grant or the concentration grant add-on.

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.

In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from August - May of 2020-2021, we expanded our efforts and continued to meet with stakeholders in November and December of 2021, and in January of 2022. There were reports and discussions with feedback provided from stakeholders at Regular Board Meetings and Special Board Meetings, as well as School Site Council Meetings. All Staff meetings provided Staff with the opportunities to share feedback, ask questions, and fill out surveys. The discussion with stakeholder groups centered around explaining the goals and parameters of the use of the additional funds. Stakeholders shared ideas to provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and how to identify students and their needs, how best to inform parents, and how to report results of the implementation of the additional funds and how it interacts with the LCAP. Sequoia Union administration will continue to meet with staff, students, parents, community and other partners to evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years.

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.

Our District is implementing the federal American Rescue Plan Act and the federal Elementary and Secondary School Emergency Relief expenditure plan by continuing to increase or improve services for all students by offering the Student Success Center to focus on intervention strategies for students who due to the COVID-19 pandemic fell behind in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage students who are behind in their learning; to provide additional training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor at each grade level; provide curriculum that has built in support for

students learning needs who have fallen behind grade level due to the COVID-19 pandemic; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily engaged with students who are below grade level on a daily basis; to provide response to intervention training through the lens of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for students who are below grade level due to the COVID-19 pandemic. All of our fiscal resources in our plans are in alignment with and include the implementing of the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan.

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

Our District is using the fiscal resources received for the 2021-22 school year by continuing to increase or improve services for all students by offering the Student Success Center to focus on intervention strategies for students who due to the COVID-19 pandemic fell behind in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage students who are behind in their learning; to provide additional training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor at each grade level; provide curriculum that has built in support for students learning needs who have fallen behind grade level due to the COVID-19 pandemic; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily engaged with students who are below grade level on a daily basis; to provide response to intervention training through the lens of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for students who are below grade level due to the COVID-19 pandemic. All of our fiscal resources in our plans are in alignment with and include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary Charter School	Ken Horn Superintendent-Principal	kenhorn@sequoiaunion.org (559) 564-2106

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.

Sequoia Union Elementary School District is a rural single site district consisting of a charter school (grades K-7) and a traditional elementary school (grade 8). The school has a rich history and serves as the center of the small community of Lemon Cove. Many local families have had multiple generations attend our school, and half of our staff either attended Sequoia Union themselves or had children matriculate through the district. Typical enrollment for the district is between 340 and 370 students, with over 40% of the student body coming from outside district boundaries. Families who choose to attend from outside the district cite the small class size, rural location, and family atmosphere of our campus. We offer an alternative to the stand-alone junior high school model that is available for grades 6-8 in neighboring communities.

In years past Sequoia Union has enjoyed active parent volunteer groups as part of its Parent's Guild including the Parent Teacher Club and the Sports Boosters organization, however, the effects of the COVID pandemic have reduced the level of parent participation across the board. Even with the limitations of the past few years our parent groups collectively raise upwards of \$40,000 each year for school field trips and other extracurricular activities.

The Sequoia Elementary Charter School focus is on accessing STEM through an agricultural lens. Two year ago the district acquired 5 acres of orchard land behind the school that the Board and Administration continue to work toward developing into a working farm site. This type of hands-on instruction is valued and has been requested by the surrounding community. Sequoia Union Elementary School District serves a population that is 39% socioeconomically disadvantaged. Demographically the district serves a population that is mainly Caucasian, 63% and Hispanic, 32% with 3.9% falling into other demographic categories. Our percentage of English Learners has tripled in recent years increasing from fewer than 10 in the 18-19 school year to 32 by 21-22.

Reflections: Successes

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

Dashboard data for Sequoia Elementary Charter is from the 18-19 school year and is out of date and non reflective of the achievement of our student body. One of our successes in the previous year was the successful administration of the abbreviated CAASPP in person to 92% of our student body.

When asked about successes, our stakeholders focused on areas not associated with the Dashboard, but the ways in which the LEA has weathered the COVID-19 pandemic successfully. Stakeholders considered Sequoia Union Elementary School District proactive in our approach to getting students back to campus for in person learning. Grades K-6 began hybrid in-person learning on October 26, 2020. Stakeholders credited the efforts of dedicated staff and administration for making this early return possible. Teachers of seventh and eighth grade students who were unable to return to campus until recently, cited the development of technology, research, independence and coping skills they witnessed in their students as positive side effects of this difficult time. Student surveys bear out these observations. In the Pulse Comprehensive Interim Well Being and Learning Conditions Survey administered to 4th - 8th graders in February 2021, 63% of students reported feeling happy frequently or always in the last month, even under pandemic lockdown conditions. The Sequoia Union community ranks as a positive learning environment for the majority of our students with 80% reporting that they feel safe at school and 81% feeling that they are treated with respect by their teachers.

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.

18-19 Dashboard data shows our general academic performance in all identified subgroups declining from previous highs. In English Language Arts, 17-18 Dashboard data has White students in the blue tier and Hispanic and Socioeconomically Disadvantaged students in the yellow tier. In 18-19 all groups dropped one performance tier, with White students falling to the green and Hispanic and Socioeconomically Disadvantaged students falling to the orange tier. The same results hold true for Math performance, with White students falling from the green to the yellow tier and Hispanic students falling from the yellow to the orange tier from 2018 to 2019. Much of this drop

can be attributed to staffing instability, instructional configuration, and poor choice of staff assignment during the 2018-2019 school year, with students at nearly every tested grade level affected. Changes in administrative leadership, instructional configuration, and instructor assignments have been made with the hope of more positive results in the future.

Local data show that our population of English Language Learners has tripled in the last three years. Greater supports for these students on our campus are needed to address achievement gaps and support EL students in their acquisition of English. Additional training for our staff in basic principles of ELD through our continued association with the Tulare County Title III Consortium, as well as specific training in the ELD components of LEA adopted curriculum is needed.

Stakeholders identified a need for the LEA to adopt updated curriculum in Science, and at some grade levels, ELA and History. More training in both core curriculum products and teaching strategies was also identified as a priority. Pandemic related learning loss was a huge concern for all of our stakeholders with some form of academic intervention ranking high on their list of identified needs. Though Sequoia Union ranks high with our students as a safe and supportive place to learn and our community as a whole weathered the pandemic well, the need for additional mental health services for both students and staff to aid in recovery from the stressors of the last year was identified. A desire to return to offering elective and enrichment activities to our students after the truncated school day required by the pandemic, was also expressed by our stakeholders. Parents especially noted the positive effects these activities have on their students' engagement with the school. These are the activities that attracted a large portion of our student body to attend our school in the past and are important to the maintenance and future growth of Sequoia Elementary Charter. Lastly, though many elements of classroom technology have received upgrades on our campus in recent years, the aging desktop computers in classrooms can no longer run these newer more complex pieces of equipment. Updated computers are needed to handle all of the projectors, document cameras, webcams and sound systems that are required in a modern classroom.

LCAP Highlights

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

New and continued actions and expenditures added to this year's plan, focusing on supporting academic achievement, serving the needs of unduplicated pupils, and supporting the social and emotional needs of our students.

- ~A Student Success Center will be established which uses the Orton-Gillingham approach to assist students in recouping learning loss related to the COVID-19 pandemic.
- ~A Learning Hub will provide academic support and enrichment to students after school hours. Transportation will be provided for students using the Learning Hub.
- ~Additional mental health support will be provided to students and staff through an added day of professional support on campus.
- ~A Learning Director (Year 1 stipend, Year 2 & 3 full time position) will support teachers in implementing curriculum, creating curriculum maps and pacing guides, using student data to drive instruction and creating effective professional learning communities.
- ~Sequoia Union will continue to employ an English Language Development Coordinator who will do intensive small group work with English Learners as well as maintain relationships with Spanish speaking families.

~We will continue to participate in the TCOE ELD Consortium in order to provide ongoing support to our teachers in English language instruction techniques.

~Additional funds will be directed toward building capacity in our staff, with money for training in Universal Design for Learning, core curriculum products and off-site conference attendance included in the plan.

New actions related to our Charter School focus on STEM through the lense of Agriculture are also included in the plan.

~Funds will be used to pay for personnel and materials to help develop acreage recently donated to our campus into a working agricultural site.

~New state adopted NGSS compliant curriculum will be adopted to help further our mission of increasing our science scores.

~Materials to support hands on project based science learning will be purchased to support newly adopted NGSS curriculum.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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 was again challenging as COVID quarantines and limited visitor access to campus continued throughout much of the year. Sequoia Union Elementary School District relied on School Site Council (which also serves as our ELAC/DLAC and PAC), staff meetings, board meetings, and parent, student and staff surveys for feedback on the LCAP.

The LCAP and other funding documents that require an adopted plan and are featured in the LCAP were discussed on the following dates:

October 25, 2021 School Site Council Meeting
December 6, 2021 School Site Council Meeting
February 2, 2022 School Site Council Meeting
May 31, 2022 School Site Council Meeting

Regular and Special Governing Board Meetings:

September 9, 2021
October 14, 2021
November 18, 2021
December 7, 2021
February 24, 2022
March 10, 2022
April 7, 2022
May 12, 2022

Sequoia Union Staff Meetings:

December 1, 2021
April 26, 2022
June 1, 2022

Core Data Collaborative Student, Parent and Staff spring surveys were sent out via email and posted on the LEA's website on

February 24, 2022

A summary of the feedback provided by specific educational partners.

Parents, teachers and other staff agreed on a surprising number of needs for our school. The creation of an intervention program, prioritization of elective, enrichment and extracurricular activities ranked highly in both parent and S.E.T.A. surveys. Some S.E.T.A. members expressed a desire for more academic rigor and an additional teacher in the middle school. The LCAP provides for the additional teacher and one will be hired and put into place. An unexpected outcome of stakeholder engagement was the finding that all teaching staff ranked adoption of and training in new curriculum in Science, ELA and/or History as the highest academic priority. Environmentally, teacher technology and mental health services were of the greatest concern to teachers. Some staff stated that with the pandemic restraints and a new administrator, the campus lacked the family atmosphere it had in past years. Student groups provided feedback that they wanted increased options for electives and that they wanted an increase in interventions to help close their learning gaps. The feedback from SELPA is to increase time per student to close gaps in learning due to the loss of "on-campus" learning due to COVID19.

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

Stakeholder Input: Request an extra middle school teacher, so there would be two teachers in all grade levels. Outcome: the new LCAP adds additional teachers so there are two per grade level. Stakeholder input: Request for new adoptions in ELA, History, and Science. Outcome: the new LCAP adds that purchase new curriculum adoptions for ELA, History, and Science. Stakeholder input: Request for teachers to be trained in new adopted and existing adopted state curriculum. Outcome: the new LCAP adds professional development training for teachers in newly adopted state curriculum. Stakeholder input: Request for new teacher technology. Outcome: the new LCAP adds funds to purchase new computers for each classroom teacher (tower - not laptop). Stakeholder input: Request additional mental health services. Outcome: the new LCAP adds funds for an additional mental health service provider.

Goals and Actions

Goal

Goal #	Description
1	All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support. (State Priorities 2, 3 & 7)

An explanation of why the LEA has developed this goal.

This goal addresses the backward slide that Sequoia Elementary Charter experienced in ELA and Mathematics scores on the CAASPP in 2018-2019. With its Charter School focus on STEM through the lens of agriculture, the LEA chose to include Science scores in this goal as well. Now that the CAST is set to be administered yearly, there will be a consistent data source with which to measure this portion of the goal. In addition, the integration of ELA and Math skills with the hands on learning that the Sciences require furthers the adopted mission statement of the District.

The COVID 19 Pandemic has caused lack of growth or declines in nearly all academic areas due to the limitations of remote learning. This goal includes both targeted and comprehensive academic support to provide additional help to those unduplicated pupils who may need extra assistance in their efforts to overcome the deficits of the last two years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will implement State Board Adopted academic content and performance standards, including ELD standards. All students and subgroups will show growth towards meeting/ exceeding standards on the	All Students 2018-2019 50.27% met or exceeded standard for ELA 34.39% met or exceeded standard for Math 42.86% met or exceeded standard for Science	LEA Wide CAASPP Performance All Students 2020-2021 39.25% met or exceeded standard for ELA 30.05% met or exceeded standard for Math			All students metric will grow by 3% a year in ELA and Math. 2% a year in Science. English Learner Metric will improve by 1% a year. Hispanic/Latino Students will improve by 2% a year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Progress and Performance.	<p>English Learners 2018-2019 7.69% met or exceeded standard for ELA 0.0% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2018-2019 39.68% met or exceeded standard for ELA 20.63% met or exceeded standard for Math 35.71% met or exceeded standard for Science</p> <p>Socioeconomically Disadvantaged 2018-2019 38.75% met or exceeded standard for ELA 18.75% met or exceeded standard for Math 33.34% met or exceeded standard for Science</p>	<p>The CAST test was not given in 20-21</p> <p>English Learners 2020-2021 9.09% met or exceeded standard for ELA 0.00% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2020-2021 17.19% met or exceeded standard for ELA 7.69% met or exceeded standard for Math</p> <p>Socioeconomically Disadvantaged 2020-2021 27.77% met or exceeded standard for ELA 12.22% met or exceeded standard for Math</p>			Socioeconomically Disadvantaged students will improve their scores by 2% a year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers are fully credentialed, in the subject areas, and, for the pupils they are teaching.	All teachers are fully credentialed.	All teachers are fully credentialed.			All teachers are fully credentialed.
The District will continue to implement ELD standards. English Language Learners will increase proficiency as measured by the ELPAC.	22.22% of English Language Learners scored proficient on the ELPAC in 2018-2019	LEA wide 5.71% of English Language Learners scored proficient on the ELPAC in 2020-2021			32% of English Language Learners will score proficient on the ELPAC.
Reclassification of English Language Learners will increase.	Two English Learners were Reclassified Fluent English Proficient for the 2019-2020 school year, for a reclassification rate of 7%	LEA wide no students were Reclassified Fluent English Proficient for the 2020-2021 school year			English Language Learners will be reclassified at a rate of 12% a year.
Students identified for intervention with the Student Success Center will show growth on locally administered assessments.	Baseline will be established at the beginning of Year 1 through initial administration of local assessments.	82% of Charter School students who received services from the Student Success Center increased their scores on the iReady ELA benchmark from fall 21 to spring 22.			Students in the Intervention program will move up one RTI tier per year in the program.
All teachers will be trained in core curriculum programs.	Nine teachers, or 47% of certificated staff for the 20-21 school year have not been formally trained in the				All teachers will be trained in core curriculum programs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																						
	core adopted curriculum used at Sequoia Union Elementary Charter.																																																										
Students will show growth in ELA and Math on locally administered benchmark assessments.	<p>20-21 Renaissance STAR Consolidated Status Report</p> <table border="1"> <tr> <td>MathSS</td> <td>Ch</td> <td></td> </tr> <tr> <td>ReadingSS</td> <td>Ch</td> <td></td> </tr> <tr> <td>In.</td> <td>W</td> <td>In.</td> </tr> <tr> <td>W</td> <td></td> <td></td> </tr> <tr> <td>Grade 3</td> <td>522 537</td> <td>+15</td> </tr> <tr> <td></td> <td>362 370</td> <td>+8</td> </tr> <tr> <td>Grade 4</td> <td>590 592</td> <td>+2</td> </tr> <tr> <td></td> <td>421 489</td> <td>+68</td> </tr> <tr> <td>Grade 5</td> <td>672 700</td> <td>+28</td> </tr> <tr> <td></td> <td>571 607</td> <td>+36</td> </tr> <tr> <td>Grade 6</td> <td>702 722</td> <td>+20</td> </tr> <tr> <td></td> <td>609 656</td> <td>+47</td> </tr> <tr> <td>Grade 7</td> <td>690 759</td> <td>+69</td> </tr> <tr> <td></td> <td>606 588</td> <td>-18</td> </tr> <tr> <td>Grade 8</td> <td>759 710</td> <td>-49</td> </tr> <tr> <td></td> <td>672 631</td> <td>-41</td> </tr> </table> <p>20-21 Renaissance STAR Consolidated Assessment Proficiency Report</p> <table border="1"> <tr> <td>Reading Proficiency At/Above 50PR</td> <td></td> <td></td> </tr> <tr> <td>Below 50PR</td> <td></td> <td></td> </tr> </table>	MathSS	Ch		ReadingSS	Ch		In.	W	In.	W			Grade 3	522 537	+15		362 370	+8	Grade 4	590 592	+2		421 489	+68	Grade 5	672 700	+28		571 607	+36	Grade 6	702 722	+20		609 656	+47	Grade 7	690 759	+69		606 588	-18	Grade 8	759 710	-49		672 631	-41	Reading Proficiency At/Above 50PR			Below 50PR			<p>Note: Due to a change in benchmark assessment programs, Year 1 iReady Diagnostic will serve as the baseline for locally administered assessments.</p> <p>iReady Diagnostic Overall Placement Fall 21 to Spring 22</p> <p>*Mid/Above Grade Level Reading Fall % Spring % Math Fall % Spring %</p> <p>*Early on Grade Level Reading Fall % Spring % Math Fall % Spring %</p> <p>*One Grade Level Below Reading Fall % Spring %</p>			<p>Average Scaled Score (SS) per grade level, as shown on the Renaissance STAR Consolidated Status Report will increase by at least 25 SS points a year, from the Initial (In.) testing to the final testing of the year, Winter (W) or Spring (S), with change being represented by Ch + or -.</p> <p>Percent of students in each grade level achieving proficiency at or above 50PR as shown on the Year End Consolidated Assessment Proficiency Report will increase by 3% a year.</p>
MathSS	Ch																																																										
ReadingSS	Ch																																																										
In.	W	In.																																																									
W																																																											
Grade 3	522 537	+15																																																									
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Reading Proficiency At/Above 50PR																																																											
Below 50PR																																																											

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Total # %	Math			
	Total# %	Fall % Spring %			
	Grade 3 20				
	48% 22	*Two Grade Levels			
	52%	Below			
	Grade 4 17	Reading			
	52% 16	Fall % Spring %			
	48%	Math			
	Grade 5 22	Fall % Spring %			
	59% 15				
	41%	*Three or More Grade			
	Grade 6 15	Levels Below			
	37% 26	Reading			
	63%	Fall % Spring %			
	Grade 7 10	Math			
	30% 23	Fall % Spring %			
	70%				
	Grade 8 5				
	24% 16				
	76%				
	Math Proficiency				
	At/Above 50PR				
	Below 50PR				
	Total # %				
	Total# %				
	Grade 3 21				
	50% 21				
	50%				
	Grade 4 17				
	49% 18				
	51%				
	Grade 5 21				
	58% 15				
	42%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 6 20 43% 26 57% Grade 7 15 44% 19 56% Grade 8 6 26% 17 74%				
Annual survey of parents, currently the Sequoia Union Needs Assessment Survey, will show growth in the areas of school climate and communication with school staff.	81% of parents are comfortable contacting school staff if they have a concern 74% of parents say that communication is frequent, clear and two-way	96% of parents agreed that school staff treats them with respect. 74% of parents say that school staff takes their concerns seriously. 88% of parents agreed that school staff responds to their needs in a timely manner.			85% of surveyed parents will report that they are comfortable contacting school staff (or similar question). 80% of parents will report that communication is frequent, clear and two-way (or similar question).
Annual survey of parents, currently the Sequoia Union Needs Assessment for Parent Participation in programs for Unduplicated Pupils	80% of parents of unduplicated pupils stated positive satisfaction with their role in school decisions that impact their student.	Note: the name of this year's survey to Parents is the CORE Parent/Family Survey 95% of parents surveyed with unduplicated pupils			85% of parents of unduplicated pupils will state positive satisfaction with their role in school decisions that impact their student.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and students with exceptional needs.	75% of parents of exceptional needs students stated positive satisfaction with their role in school decisions that impact their student	and those with exceptional needs stated positive satisfaction with the services their students receives. 95% of parents surveyed with unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.			80% of parents of exceptional needs students will state positive satisfaction with their role in school decisions that impact their student.
Annual survey of students, currently the Pulse Student Comprehensive Interim Well Being and Learning Conditions Survey, will show growth in the area of student engagement in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs.	53% of students surveyed in grades 4-8 answered that they liked school 61% of parents surveyed answered that their child enjoys coming to school	64% of students surveyed in grades 4-8 answered that in general they like school Often or Almost All of the Time 93% of parents surveyed agreed with the statement "My child enjoys coming to school."			65% of surveyed students will report that they like school (or similar question). 75% of surveyed parents will report that their child likes coming to school (or similar question).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers are appropriately assigned in the subject areas, and, for the pupils they are teaching.	All teachers are appropriately assigned	All teachers are appropriately assigned.			All teachers are appropriately assigned

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Success Center	This action will allow for staff salaries to continue an intervention program using the Response to Intervention model to assist students in recouping pandemic related learning loss in both ELA and Mathematics. (Year 1: ESSER II & ESSER III Years 2 & 3: ESSER III, certificated Supplemental and Concentration, classified)	\$127,407.00	Yes
1.2	Training in Core Curriculum Programs	This action will provide training to teachers in core curriculum products. This training will ensure that our teachers are familiar with all of the resources that are available to them to address their students varying needs. (Title II, LCFF Supplemental and Concentration)	\$9,064.00	No
1.3	Curriculum Adoptions	Purchase of ongoing ELA and social studies curriculum. (Supplemental and Concentration)	\$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Learning Director/Coach 1 & 2	<p>These positions will assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Coach will also provide support to teachers in interpreting assessment data and using that data to guide their instruction. These positions will serve as site testing coordinators helping to implement interim and summative testing schedules and policies.</p> <p>(Year 1: LCFF Supplemental and Concentration, Year 2: Educator Effectiveness Block Grant)</p>	\$26,581.00	Yes
1.5	English Language Development Training for all Teachers	<p>As our English Learner population continues to grow, our partnership with the TCOE Title III ELD Consortium will allow our teachers to receive additional training and guidance as they work to support English Learners in the classroom. Title III funds incurred by the LEA go directly into the consortium.</p> <p>(Title III)</p>	\$0.00	No Yes
1.6	ELD Coordinator	<p>The English Language Development Coordinator conducts intensive small group work with English Learners as well as maintain relationships with Spanish speaking families. The EL Coordinator manages yearly initial and summative ELPAC testing as well as the process of redesignating students.</p> <p>(Supplemental and Concentration, Title I)</p>	\$80,351.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Curriculum & Assessment Coordinator	The Curriculum & Assessment Coordinator helps facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms, and schedules training and professional development related to current curriculum. This position also coordinates administration of the CAASPP for ELA, Math and Science as well as the Smarter Balanced Interim Assessments. (LCFF Supplemental & Concentration)	\$21,226.00	Yes
1.8	Response to Intervention Supplemental Curricular Materials and Programs	Computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps in areas identified by those benchmarks. This supplemental intervention will complement and augment the core program offered in the Student Success Center. (Year 1: ESSER II, Years 2 & 3: LCFF Supplemental and Concentration)	\$28,019.00	Yes
1.9	Response To Intervention Supplemental Curriculum Training	Training in the products purchased for supplemental RTI so teachers and support staff can use the programs and the data they provide to inform their instruction of unduplicated pupils. (Year 1: ESSER II)	\$1,958.00	No Yes
1.10	Classified Personnel	Classified salaries for paraprofessionals to support unduplicated students in all academic areas. (Title I, Supplemental and Concentration)	\$268,624.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Retention of Highly Qualified Teachers	Provides funds to retain highly qualified teachers to support quality education and academic achievement for unduplicated pupils, but ultimately benefiting all students. (LCFF Supplemental and Concentration)	\$0.00	No Yes
1.12	Off-Site Training and Conferences	Supplemental professional training and conferences to continue to develop staff expertise in their assigned subject matter/grade level and increase organizational capacity. (Title II, LCFF Supplemental and Concentration)	\$8,900.00	No
1.13	Response to Intervention Core Curriculum Training	Training for the Student Success Center Teacher, classroom teachers and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention. Currently the Cullinan Orton Gillingham program. (LCFF Supplemental and Concentration, Educator Effectiveness Block Grant)	\$8,900.00	Yes
1.14	Edgenuity Online Learning Platform	Comprehensive online learning platform for use with independent study students. Edgenuity provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes.	\$3,954.00	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.

Some action items in this goal were carried out to positive effect over the last year, while unforeseen impediments prevented others from commencing as planned.

The Student Success Center (Action 1) was created and implemented as described. The positive effects of this resource are described in detail in the Successes portion of this document. Staff were trained in the Cullinan Orton Gillingham program (Action 13) and the method proved effective for our struggling students.

New curriculum was purchased in Science (Action 3) and subscriptions for current History and ELA curriculum programs were renewed. All teachers were trained in Science, and update/refresher online sessions were attended in History and ELA (Action 2)

Most teachers were unable to attend Off-Site Training and Conferences (Action 12) due to a shortage of substitute teachers and COVID quarantines that made leaving campus for professional development nearly impossible.

The ELD coordinator (Action 6) took a leave of absence in the fall and the position was filled by a substitute for the remainder of the year. ELD training for all teachers (Action 5) was also not implemented as the ELD Consortium through TCOE had limited offerings due to COVID and our teachers were frequently overwhelmed by the difficulties COVID quarantines and unruly student behavior created. These conditions made any kind of professional learning a challenge on our campus.

Response to Intervention Supplemental Programs (Action 8) were purchased and implemented campus wide. The iReady program was used in two ways: the diagnostic served as the internal benchmark test for our campus, and the instructional segment of the program served to address individual learning gaps.

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.

More money than allocated was spent on the Student Success Center (Action 1) due to the step and column placement of the SSC teacher.

Funds for Off-Site Training and Conferences (Action 12) went almost entire unutilized as lack of substitute teachers and COVID quarantines made leaving campus for professional development nearly impossible. This supplemental and concentration funding will be carried forward and this action will remain in the LCAP with the intention of full implementation in the coming year.

Due to the disparity in salary between the ELD Coordinator and the substitute, not all of the funds allocated for this action were used.

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

The Student Success Center (Action 1) was by far the most effective action taken in this Goal this year. The extra instruction provided by the SSC made a substantive difference in the observed abilities and benchmark scores of struggling students who received assistance there. This is demonstrated by the metric showing improved benchmark scores for ___ of Charter School students who received SSC services. The Cullinan Orton Gillingham training (Action 13) was effective; application of these methods resulted in increased benchmark scores and observational improvement in student literacy skills.

The Learning Director/Coach (Action 4) proved invaluable as a resource for our new teachers, and to the Administration. This position ushered three teachers through the process of induction, allowing them to clear their credentials this year. Increasing the number of fully credentialed teachers with access to professional support on our campus will positively influence our long term ability to increase student achievement across the board.

The Curriculum and Assessment Coordinator (Action 7) helps create and maintain the infrastructure necessary for delivering content and tracking student achievement. Administration of curriculum and assessment platforms would be a significant burden on classroom teachers and the superintendent/principal. Creating a separate position that sets up and maintains these necessary tools allows teachers and the superintendent/principal to focus on students. Quantifying effectiveness for this goal is difficult as it is only without it that we would be able to assess the burden on teachers and administration that the execution of these duties would impose.

The effectiveness of Response to Intervention Supplemental Programs (Action 8) will be determined going forward as we compare our iReady diagnostic (benchmark) results with CAASPP scores. Implementing this resource campus wide was more successful this year than it was in 2020-2021. A greater percentage of students took the diagnostic within the allotted time frame and at all three appointed intervals this year. This uniform implementation will aid in the legitimacy of the overall results of this tool. Though year to year comparison is not available, the metrics reported above show fall to spring iReady scores for 21-22 showed growth in the percentage of students on and above grade level and reduced numbers of students below grade level for both ELA and Math.

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.

Additional funds will be allotted to Action 1 to account for the advanced step and column placement of the Student Success Center teacher. The Elementary School will not require the purchase of curriculum this year as all core subjects are covered by current subscriptions, so 21-22 Action 3 will have a \$0 expenditure. Since no new curriculum has been adopted, the amount allocated for Training in Core Curriculum Programs (Action 2) has been reduced.

The hoped for full-time Learning Director/Vice Principal position is not fiscally possible long term, so an additional Learning Director stipend has been added to create a two person "Teacher Support Team". The individuals in these positions each hold administrative credentials and

complementary specialities - one in math and one in ELA. Together these individuals will be dedicated to the needs of teachers on campus, helping them to plan and problem solve, gather and reflect on data and grow in their teaching practice.

The one time funds for Retention of Highly Qualified Teachers (Action 11) are unavailable this year as the funds for this item were made possible by paying for many Supplemental and Concentration LCAP actions with one time COVID recovery money provided by the state and federal government. Without the additional COVID funds, other LCAP items will once again require financing with Supplemental and Concentration funds, leaving us unable to provide retention bonuses.

Action 14 was added as an option for students who are experiencing prolonged illness or habitual behavior issues that have persisted after all reasonable intervention methods have been exhausted. This Action provides an equitable comprehensive educational option for students experiencing these issues.

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	Sequoia Union Elementary School District will partner with parents and students to create a school climate that enriches and engages students, allowing them to reach their full potential as independent life-long learners. (State Priorities 4, 5, 6 & 8).

An explanation of why the LEA has developed this goal.

An engaging school climate cannot be created by one stakeholder group alone, it must be a partnership with all members of the school community. Changes due to COVID-19 restrictions have damaged our school climate which is integral to attracting families from outside the LEA's boundaries. Resumption of and augmentation to enrichment programs like band, drama, academic competitions, electives for middle school students and hands on agricultural activities have consistently been requested by students, parents and teachers. These are the types of activities that keep our students and families actively engaged in our school community, and are easily ranked as the highest priority among all stakeholder groups.

Communication between school staff, students and parents has been a concern on campus for some time. Communication is crucial to the continuing partnership and engagement of all stakeholders. Continued investment in tools such as our Student Information System, School Messenger system, and website will help us to keep all stakeholders informed contributing to the goal of an inclusive school community.

Access to the print and digital resources available through continued funding of library services offers resources for teachers, and choice and variety in reading materials for students. Studies show that school libraries are crucial to creating a culture of literacy on campus. There is no public library in Lemon Cove, and many of our families are rurally located with limited transportation options. For some, the school library may be the only library that they have ever seen. Normalizing reading and research, both for fun and for academic purposes, engages students in the joy of learning and furthers the LEA's mission of creating independent life-long learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual survey of students, currently the Pulse Student Comprehensive	53% of students surveyed in grades 4-8 answered that they liked school	64% of students surveyed answered that in general they like school "Often" or			65% of surveyed students will report that they like school (or similar question).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Interim Well Being and Learning Conditions Survey, will show growth in the area of student engagement in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs.	61% of parents surveyed answered that their child enjoys coming to school	"Almost All of the Time". 93% of parents surveyed agreed with the statement "My child enjoys coming to school."			75% of surveyed parents will report that their child likes coming to school (or similar question).
Annual survey of parents, currently the Sequoia Union Needs Assessment Survey, will show growth in the areas of school climate and communication with school staff.	81% of parents are comfortable contacting school staff if they have a concern 74% of parents say that communication is frequent, clear and two-way	96% of parents agreed that school staff treats them with respect. 74% of parents say that school staff takes their concerns seriously. 88% of parents agreed that school staff responds to their needs in a timely manner.			85% of surveyed parents will report that they are comfortable contacting school staff (or similar question). 80% of parents will report that communication is frequent, clear and two-way (or similar question).
Average daily attendance (ADA) will remain at 98% or higher	ADA for 19-20 was 98.7%	ADA for Sequoia Union Elementary from August 5, 2021 through May 10, 2022 is			Average daily attendance will remain at 98% or higher
Chronic Absenteeism will decrease by .25%	Chronic absenteeism for 19-20 was 2.25%	Chronic absenteeism for Sequoia			Chronic absenteeism will decrease by .25 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Elementary Charter is 14% for the 21-22 school year.			and remain at 2% or below.
Maintain suspension rates in the Low category for all students and all subgroups on the California School Dashboard.	Suspension rate was 0% for the 19-20 school year.				Suspension rate will remain at 0%
Maintain a 0% expulsion rate for all students and all subgroups.	Expulsion rate was 0% for the 19-20 school year.	Expulsion rate for Sequoia Elementary Charter for the 21-22 school year is 0%.			Expulsion rate will remain at 0%
Maintain a 0% middle school dropout rate for all students and all subgroups.	Middle school dropout rate was 0% for the 19-20 school year.	The middle school dropout rate for Sequoia Union Elementary School for 21-22 school year is 0%.			Middle school dropout rate will remain at 0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	STEM Through Agriculture	Stipends and materials for the continued development of our STEM through Agriculture program. (Yearly REAP SRSA Grant)	\$37,052.00	No
2.2	Library Media Center	This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator	\$31,786.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection. (LCFF Supplemental and Concentration)		
2.3	Outside Enrichment Opportunities	This action allows for stipends, overtime, fees and other financial support for activities including the TCOE Spelling Bee, Poetry and Prose, Science Olympiad, Reading Revolution and National History Day Competitions, as well as a yearly drama production. (LCFF Base)	\$3,170.00	No
2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences. (LCFF Supplemental and Concentration, Year 1: \$13,350 LEA total, Years 2 & 3: \$5,000 LEA total)	\$1,780.00	Yes
2.5	PowerSchool Student Information System	PowerSchool allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress. (LCFF Base)	\$7,565.00	No
2.6	Intrado School Messenger	This add-on product to the PowerSchool SIS allows for phone, email and text messaging with families. This product is crucial for keeping	\$712.00	No

Action #	Title	Description	Total Funds	Contributing
		parents informed of important educational and social events on campus. (LCFF Base)		
2.7	Office Administrative Assistant & Attendance Clerk	The administrative assistant and office clerk are another avenue of communication with families. These positions help the LEA to communicate more effectively with the public, as well as maintain accurate records for state reporting. (LCFF Base)	\$135,285.00	No
2.8	Edlio Website Hosting	Allows the LEA to maintain a professional website presence where parents and the public can access information and relevant documents. (LCFF Base)	\$2,225.00	No
2.9	Training in Differentiated Instruction and Universal Design for Learning	Training and support for teachers to design lessons that are accessible to students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level. (LCFF Supplemental and Concentration)	\$0.00	Yes
2.10	Materials Equipment and Supplies for Electives	Equipment and supplies to assist in teaching elective/enrichment classes to expand the course of study for our students.	\$8,900.00	No

Action #	Title	Description	Total Funds	Contributing
		(Title IV)		

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.

Lack of an identified leader for our agriculture program along with ongoing COVID restrictions and quarantines, learning loss and behavior issues made the implementation of enrichment programs (Action 1, 2 & 3) difficult. Our STEM though agriculture initiative was not implemented at all in the first half of the year. Beginning mid-January our new Campus Safety Supervisor began to engage some of our students who struggle to focus during their afternoon elective time in a new agricultural based elective. Throughout the spring these students worked with chickens, cattle, and horticulture. Going forward the Campus Safety Supervisor will help plan and implement next steps for our agricultural program.

Regular library visits and engagement with the library (Action 2) suffered from the same issues that hindered other enrichment programs. Student behavior, disrupted schedules due to quarantines and the urgency of packing as much content into the day as possible kept many classes from visiting the library on a regular schedule. Other duties assigned to the librarian also contributed to a weakened emphasis on library education and independent reading.

Most of the outside enrichment opportunities (Action 3) were able to take place as scheduled this year as many occur in the spring when most restrictions were lifted.

Action 4, Hands on Science Activities got off to a slow start in the fall for the same reasons that enrichment programs were hindered. It has taken some time for teachers to adapt to the new science adoptions as well. As such, implementation of these new science activities was minimal.

Action 9, Universal Design for Learning was not implemented as we were unable to find time in the professional development calendar for additional training and had no obvious candidate to provide such training.

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.

Because agricultural activities did not begin until about half way through the school year, and because little expense was required as part of the activities that did take place, most of the SRSA funding for Action 1 went untouched. This funding will roll over and plans for expenditures related to our agriculture program are in progress.

The purchase of Hands-On science materials in Action 4 ended up exceeding the initial estimates that were used for the 21-22 LCAP.

Since Universal Design for Learning training did not take place, these supplemental and concentration funds will roll over for use in the 2022-2023 school year.

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

Action 1, STEM Through Agriculture and 3 Outside Enrichment Opportunities, when they were implemented, were definitely successful in increasing student engagement. The resumption of these programs benefitted diverse student populations including unduplicated pupils, students who are academically at or above grade level standards and students requiring positive outlets for their energies as discussed in the Identified Need section of this LCAP. LEA wide, 17 middle school students participated in the afternoon agriculture elective four days a week. ___ students participated in the school wide History Day competition, 11 in the county History Day competition and 5 students attended the state finals for History Day. 61 students participated in the school wide Poetry and Prose Competition and 6 attended the county competition. 12 students participated in the county Reading Revolution competition, and 15 participated in the county Math Bowl competition. 35 students participated in the drama production of Alice in Wonderland that culminated in two full theatrical performances. These participation statistics represent significant numbers of students on our small campus and participants no doubt contributed to the 11% rise in students reporting that they like coming to school "Often" or "Almost All of the Time." The LEA is hopeful that with the resumption of these activities, engagement will continue to rise along with average daily attendance, and suspensions will decrease.

While Actions 5-8 related to parental engagement were implemented as expected, their effectiveness in making progress toward greater engagement of parents was less clear. Many parents and teachers still site communication as one of the biggest challenges facing our LEA. Despite this, significant numbers of parents report that when they do come into contact with school staff that they are treated with respect, their concerns are taken seriously, and their concerns are addressed in a timely manner.

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.

Expenditures for Action 4 will be greatly reduced as use of science materials was less than expected and minimal consumable supplies will be needed to replace those used this year.

Action 7 will be significantly restructured and funding for this action will increase. The addition of another full time position and reworking the duties of all three administrative staff members will result in a more equitable distribution of work, and a greater level efficiency. Stability and efficiency must first be achieved before better and more frequent communication can commence.

Action 9 will be removed from this goal, with the intent of bringing back UDL at some point in the future when it fits better with the needs of our campus.

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	Sequoia Union will maintain a physically safe and supportive environment where students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning. (State Priorities 1, 3 & 7)

An explanation of why the LEA has developed this goal.

Our previous LCAP did not include a goal that explicitly discussed the school environment. Stakeholders felt it was important to include a goal focused on all aspects of environment involved in the teaching and learning experience. Students must feel safe and supported in order to learn, and teachers must feel safe and supported in order to educate students effectively.

In addition to the basic needs of feeling safe and supported, the social and emotional turmoil resulting from the COVID-19 pandemic has increased the need for mental health support on our campus. Both teachers and students require additional resources to process and overcome the challenges they have encountered over the last year.

Technological and material resources are always in short supply on our small campus. Current funding formulas do not favor our school configuration and population, with the result that we are often forced to make due without. The technological and material resources portion of this goal will allow our school to enhance the teaching and learning experience by making sure each party has the tools they need to facilitate successful educational outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
When surveyed, a greater percentage of Sequoia Union students will report feeling safe at school.	59% of students in grades four and up felt safe at school "almost all the time" in the last month 29% of students in grades four and up felt safe at school "once	68% of students surveyed responded that they felt "safe" or "very safe" at school.			70% of students will feel safe at school "almost all the time" (or similar answer)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in a while" or "almost never" within the last month				
When surveyed, a greater percentage of Sequoia Union staff will report feeling like they belong and feeling satisfied by their work.	Belonging - Agree or Somewhat Agree 82% Satisfied - Agree or Somewhat Agree 86%	Belonging - 42% of staff Agree or Strongly Agree with the statement "This school promotes trust and collegiality among staff". Satisfaction - 71% of staff Agree or Strongly Agree with the statement "This school is a supportive and inviting place for staff to work". Belonging & Satisfaction 58% of staff stated that Nearly All or Most "adults at this school support and treat each other with respect".			Reported Belonging and Satisfaction with the working environment at Sequoia Union will increase
When surveyed, a smaller percentage of parents and students will report their school issued technology to	32% of parents surveyed rated the condition of their students' technological device	17% of students rated the condition of their chromebook to be fair, and 0% rated the condition of their			The percent of parent's reporting that their student's device is in fair or poor condition will be reduced by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
be in fair or poor condition.	to be in fair or poor condition.	Chromebook to be poor.			
When surveyed, a higher percentage of teachers will report having adequate tools and equipment to do their jobs.	86% of teachers agree or somewhat agree that they have adequate tools and equipment to do their jobs.	67% of teachers rated the condition of the equipment in their classroom as "Good". 50% of staff members agree or strongly agree that they have adequate tools and equipment to do their jobs.			The percentage of teachers reporting that they have adequate tools and equipment to do their jobs will increase by 2% a year.
All students will have access to standards aligned instructional materials in accordance with Williams Act regulations.	0% of students lacking instructional materials	0% of students lacking instructional materials.			0% students lacking instructional materials
All Chromebooks/Tablets in use in classrooms and checked out to students will be less than five years old.	Approximately 30 N21 Chromebooks purchased in 2015 and 2016 are still in circulation during the 20-21 school year.	No Chromebooks currently in circulation are over five years old.			No devices older than five years will be in use on the Sequoia Union Charter School campus.
Facilities will maintain a "Good" ranking on the Williams Facilities Inspection Tool	Overall summary ranking for the 20-21 school year was Good as reported in the SARC.	Overall summary ranking for the 21-22 school year was Good as reported in the SARC.			Facilities will continue to be ranked "Good"

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling/ Social Services	<p>Students and teachers continue to need emotional support in greater numbers than before the COVID 19 pandemic. This action will allow for a mental health professional to serve our campus to the maximum extent that funds will allow. Together with our current one and a half day per week school psychologist, this action will allow greater access to these services for both students and staff.</p> <p>(Year 1: Behavioral Health Grant, Years 2 & 3: LCFF Supplemental and Concentration)</p>	\$0.00	No
3.2	Chromebooks and Tablets for Students	<p>This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow students to access the digital content that is part of all adopted curriculum programs. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge.</p> <p>(Lottery)</p>	\$26,700.00	No
3.3	Desktop Computers for Classrooms	<p>The average age of desktops in classrooms is estimated to be 10 years old, demonstrating the dire need for this action. This action will purchase new desktop computers for teachers. No cycle has previously been established to replace teach devices at regular intervals.</p> <p>(ESSER III)</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Support Staff Professional Development in De-Escalation Strategies	Training for support staff in de-escalation strategies to assist in more positive interactions with students. (7426 Expanded Learning Opportunities Grant-Paraprof)	\$1,780.00	No
3.5	School Safety Personnel, Materials and Training	Salary for the School Safety Supervisor as well as materials, supplies and training fees for meeting the LEA's obligations to protect students and staff and to educate both groups in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment. (LCFF Supplemental and Concentration)	\$25,585.00	No
3.6	Campus Technology Support	Technology support person on campus two days a week to support school tech needs including issues with the network, servers, hardware set-up and repair. (LCFF Base)	\$46,280.00	No
3.7	After School Learning Hub	A Learning Hub will be offered by Certificated Teachers after school hours for additional support and intervention for students who are below grade level in reading or math and also for student enrichment. Technology, high-speed internet and other academic supports will be provided. (Year 1: ELO, Years 2 & 3: ESSER III)	\$2,771.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	School Nurse LVN	Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. (LCFF Supplemental and Concentration)	\$46,363.00	No
3.9	Digital Monitoring Software	Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity. (Lottery)	\$5,162.00	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.

Action 1, Counseling/Social Services, was not implemented as we were unable to obtain an additional contracted day from TCOE Behavioral Health Services.

Action 4 Training in de-escalation strategies was not implemented. The LEA was unable to find a local program or training for teaching de-escalation strategies. This Action remains a priority and will be carried over to next year with the hope that appropriate training can be found.

Action 7 the After School Learning Hub was not implemented as outlined. Our district was unable to recruit enough teachers to consistently provide after school services to our entire student population. Two teachers provided tutoring to our middle school students two days a week for the majority of the school year.

Additional digital monitoring software was purchased as part of Action 9 in an attempt to track student activity online and identify students who were attempting to access harmful content.

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.

Because Action 1, Counseling/ Social Services was not implemented, no expenditures were made as part of this action.

Action 4 was also not implemented, therefore zero funds were expended on this action.

Since Action 7 was not implemented as outlined only a small percentage of allotted funds were used.

More money was spent on Action 9 than originally anticipated as an additional filter with a "Wellness Module" was purchased.

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

Though we were unable to obtain an additional day of paid services from TCOE Behavioral Health as originally desired (Action 1), we did retain the services of an intern in her final semester of field work. This intern carried her own caseload of students, effectively providing us with an additional day of mental health services at no charge. This arrangement helped fulfill our growing need for mental health services to support our students' social and emotional well-being.

Actions 2 and 3 helped update our technology, providing teachers and students with reliable tools as COVID quarantines continued to necessitate some distance learning throughout the year. An additional warranty purchased for student devices will help ensure that our technology remains in working order for years to come, protecting our initial investment. Actions 6 and 9 also contributed to our ability to keep students digitally connected, engaged and safe. Action 9, Digital

As part of Action 5 two staff members attended Assessing Student Threats a two day training of trainers offered through TCOE. After attending the level 2 portion of the course this fall, these individuals will be equipped to train other adults on our campus in threat assessment strategies. This knowledge will assist all staff in helping to maintain a safe and secure learning and teaching environment. The mid-year addition of the Campus Safety Supervisor which will be part of Action 5 going forward has contributed to the 9% rise in students reporting feeling "safe" or "very safe" at school.

Monitoring Software in particular proved useful in identifying students in need of support. The Hapara Filter with "Wellness Module" alerted authorized personnel of attempts to access potentially harmful content as well as the use of words and phrases in emails that might signal student distress. This information was then passed on to the Behavioral Health worker, intern, or administration to properly address the issue.

Action 8, School Nurse/LVN has proven crucial to addressing the safety and health needs of our students. Prior to Fall 2020 the LEA only employed a part-time nurse, requiring office staff or yard duties to deal with illness or injury that occurred during hours when the nurse was not on campus. Having a full time nurse available during school hours is safer for our students and the adults on campus ensuring that prescribed medications are administered safely, injuries are dealt with properly, and illness is addressed swiftly.

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.

Though we do not have funds to contribute to Action 1 Counseling/Social Services this year, the LEA hopes to obtain another field work intern to help maintain the level of services student experienced this year.

Additional funds were added to Action 2 to account for the rising cost of devices, and the rapidity with which the majority of the LEA's fleet of Chromebooks are failing. The continued purchase of warranty protection will ensure that devices remain active as long as originally intended.

Action 3, Teacher Desktop Computers will have a zero expenditure as it was planned as a one time action last year.

Action 5 has been renamed School Safety Personnel Materials and Training and will include the majority of the funding necessary for continued employment of the Campus Safety Supervisor who was hired mid-year. This position provides student supervision, positive behavior supports, de-escalation and incident investigation and has proved invaluable in a year when student behavior was more disruptive than anticipated.

Additional funds will be added to Action 6, Campus Technology Support to provide for an additional day of technology services from TCOE.

Action 7, After School Learning Hub, will remain but the allotted funds will be reduced significantly to account for an anticipated level of teacher involvement consistent with the 21-22 school year.

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$232,104	\$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
	0.00%	\$0.00	

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

Required Descriptions

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

For all Actions in the LCAP identified as Contributing to increasing/improving services for Unduplicated Pupils and being implemented in our District, Sequoia Union engaged Educational Partners in needs-identifying processes that yielded much information as to the identification of Unduplicated Pupil needs, as well as the needs of all other students. The Educational Partners engaged in this process are identified in the Engagement section of the LCAP, and their input and the feedback are included within that section. In addition the district also analyzed state provided and local data information such as, survey results, internal benchmarks and other sources to further identify Unduplicated Pupil needs.

Upon identification of needs through the varied methods of data collecting, the process also encompassed an analysis of Unduplicated Pupil conditions and circumstances to identify possible causes and the availability of resources to address the needs and causes identified. Actions were developed that first targeted and were principally directed in providing for the needs of Unduplicated Pupils in closing the achievement gap and addressing circumstances that affect student success. Resources were appropriately directed and metrics used to measure progress and results were developed that tie directly to intended targeted outcomes for these Unduplicated Pupil groups.

While principally targeted to address and support the needs of Unduplicated Pupils, the needs-identifying processes also revealed that many students who are not identified as Unduplicated presented many of the same needs as the Unduplicated Pupil group. To more effectively and efficiently deliver Action services principally directed at Unduplicated Pupils, these Actions will be implemented Districtwide to all students in need of these services, not just Unduplicated. The Goals and related Actions identified in the response below are Contributing to increasing/improving services for Unduplicated Pupils and being implemented Districtwide.

List of Actions Contributing to Increasing or Improving Services for Unduplicated Pupils and being implemented districtwide:

Goal 1, Action 1: Student Success Center. Intervention services help Unduplicated Pupils successfully build skills and strategies for learning that help them to close educational gaps and feel successful as students. Small group intensive targeted instruction with a credentialed teacher is a proven intervention strategy to help improve academic achievement.

Goal 1, Action 4: Learning Director/Coach Stipends. Studies indicate that new teachers have difficulty with differentiation in lesson design and instructional pedagogy. This has a detrimental effect on Unduplicated Students that need the differentiation of instruction in order to access the curriculum. This Action will provide funds for two Learning Directors each with a complementary speciality. These individuals will Coach and Mentor teachers to assist them in designing differentiated lessons and improving Instructional strategies to assist Unduplicated Students in accessing the curriculum. Measurement: CAST, CAASPP assessments and iReady assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 7: Provide a Curriculum & Assessment Coordinator. This Action will provide a Curriculum & Assessment Coordinator to assist all teachers in using curriculum that meets the educational needs of Unduplicated Students, connecting access to the core curriculum content and using reports provided by assessments that help identify gaps in learning of Unduplicated Students so teachers can target those areas for intervention. Measurement: CAST, CAASPP assessments and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 12: Off Site Professional Development and training to better educate staff on how to meet the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 13: Response to Intervention Core Curriculum Professional Development and Training for the Student Success Center Teacher and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention to better meet the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 2, Action 2: Library Media Center: This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection with a focus on library materials that reflect the interest and lives of Unduplicated Students. Data from the National Assessment of Educational Progress (NAEP) shows that while the majority of fourth-grade students scored below proficiency in reading, students of color and students from low-income families had much lower rates of reading proficiency than their peers. Research suggests that these kinds of gaps can lead to lower academic achievement and a greater chance of eventually dropping out of school. Data from the NAEP also show that students who report having more books in their homes performed better academically. Specifically, while less than 15 percent of students with between 0 and 10 books scored proficient in 2015, 50 percent of students with more than 100 books did. The data and research are clear – children who have access to print reading materials have better literacy outcomes. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

Goal 2, Action 4: Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum Allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences with a focus on the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 2, Action 9: Training in Differentiated Instruction and Universal Design for Learning. Professional Development Training and support for teachers to design lessons that are accessible to Unduplicated students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 2: Chromebooks and Tablets. This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow Unduplicated students to access the digital content that is part of all adopted curriculum programs. Our Parent survey shows that 90% of unduplicated students at Sequoia Union School District do not have access to a chromebook or laptop at home. The 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge which will benefit Unduplicated students and all students on campus. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 8: School Nurse: Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. This will help all students, but especially Unduplicated Students who may not have access to medical services in other environments away from school. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

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

Sequoia Union Charter School is projected to receive \$232,104 in Supplemental and Concentration Grant Funds. The Charter's Minimum Proportionality Percentage for Low-Income students, English Learner students, Foster Youth and Homeless students is 8.97%. Sequoia Union Charter School is addressing minimal proportionality requirements by providing direct services, specifically to unduplicated students, including additional services added. The needs of Sequoia Union Charter School's English Learner students, Low-Income students, Foster Youth and Homeless students, are considered first with all of the actions listed below provided to the entire school. Through Sequoia Union's Charter School's metric results, listening to stakeholder groups, looking at the data from school surveys, the following needs have been addressed for our English Learner students, Low-Income students, Foster Youth and Homeless students:

Goal 1 - Actions:

Sequoia Union's Low-Income students, English Learner students, Foster Youth and Homeless students all performed in the Orange Category on the most recent (2018-19) CAASPP Assessment in the area of English Language Arts (ELA) and Math. The following Actions will help boost English Learner students, Low-Income students, Foster Youth and Homeless students in the areas of ELA and Math:

*Student Success Center (SSC) will allow for staff and materials to institute an intervention program using the Response to Intervention model to assist English Learner students, Low-Income students, and Foster Youth and Homeless students in recouping pandemic related learning loss in both ELA and Mathematics.

*Learning Director-Coach will assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement for English Learner students, Low-Income students, and Foster Youth and Homeless students on our campus. The Learning Director/Coach will also provide support to teachers in interpreting assessment data and using that data to guide their instruction. and interventions for English Learner students, Low-Income students, and Foster Youth and Homeless students.

*English Language Development Training for all teachers will help our English Learner student population, as our English Learner student population continues to grow, our partnership with the TCOE Title III ELD Consortium will allow our teachers to receive additional training and guidance as they work to support English Learners in the classroom.

*English Language Coordinator will conduct intensive small group work with English Learners as well as maintain relationships with Spanish speaking families. The EL Coordinator manages yearly initial and summative ELPAC testing as well as the process of re-designating students.

*Curriculum and Assessment Coordinator will help facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms that will help increase achievement for English Learner students, Low-Income students, Foster Youth and Homeless students. The Curriculum and Assessment Coordinator will schedule trainings and professional development related to current curriculum and this will help increase student achievement for English Learner students, Low-Income students, Foster Youth and Homeless students.

*Response to Intervention Supplemental Curricular Materials and Programs. This Action will provide Computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps of English Learner students, Low-Income students, Foster Youth and Homeless students in areas identified by those benchmarks. This supplemental intervention for English Learner students, Low-Income students, Foster Youth and Homeless students will complement and augment the core intervention system program offered in the Student Success Center.

*Response To Intervention Supplemental Curriculum Training. This training in the products purchased for supplemental RTI so teachers and support staff can use the programs and the data they provide to inform their instruction of English Learner students, Low-Income students, Foster Youth and Homeless students.

*Classified Personnel. This will use Classified salaries for paraprofessionals to support English Learner students, Low-Income students, Foster Youth and Homeless students in all academic areas for increased student achievement for these students.

*Response to Intervention Core Curriculum Training. This will provide training for the Student Success Center Teacher and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention of English Learner students, Low-Income students, Foster Youth and Homeless students who are one year or more behind in ELA and Math.

Goal 2 - Actions:

Sequoia Union Charter School will partner with parents and students to create a school climate that enriches and engages English Learner students, Low-Income students, Foster Youth and Homeless students and allowing them to reach their full potential as independent life-long learners.

*Training in Differentiated Instruction and Universal Design for Learning. This training and support for teachers to design lessons that are accessible to English Learner students, Low-Income students, Foster Youth and Homeless students and thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level.

* Library Media Center: This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection with a focus on library materials that reflect the interest and lives of Unduplicated Students. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

* Supplies for Hands-On Instruction to Supplement NGSS Adopted Curriculum. Allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences with a focus on the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3 - Actions:

Sequoia Union Charter School will maintain a physically safe and supportive environment where English Learner students, Low-Income students, Foster Youth and Homeless students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning.

*Counseling/Social Services. This will provide help to English Learner students, Low-Income students, Foster Youth and Homeless students who need greater emotional support than ever before due to the COVID-19 pandemic. This action will allow for a mental health professional to serve our campus one additional day per week. Together with our current one day per week social worker and one and a half day per

week school psychologist will allow greater access to these services to English Learner students, Low-Income students, Foster Youth and Homeless students.

*After School Learning Hub. This After School Learning Hub will be offered by Certificated Teachers after school hours for additional support and intervention for English Learner students, Low-Income students, Foster Youth and Homeless students who are below grade level in reading or math. Technology, high-speed internet and other academic supports will be provided. Transportation will be offered for students participating in the After School Learning Hub who need transportation.

Goal 3, Action 2: Chromebooks and Tablets. This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow Unduplicated students to access the digital content that is part of all adopted curriculum programs. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge which will benefit Unduplicated students and all students on campus. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 8: School Nurse: Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. This will help all students, but especially Unduplicated Students who may not have access to medical services in other environments away from school. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

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.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$651,993.00	\$63,961.00	\$10,502.00	\$253,644.00	\$980,100.00	\$770,491.00	\$209,609.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Success Center	English Learners Foster Youth Low Income	\$34,102.00			\$93,305.00	\$127,407.00
1	1.2	Training in Core Curriculum Programs	All				\$9,064.00	\$9,064.00
1	1.3	Curriculum Adoptions	All	\$12,000.00				\$12,000.00
1	1.4	Learning Director/Coach 1 & 2	English Learners Foster Youth Low Income		\$26,581.00			\$26,581.00
1	1.5	English Language Development Training for all Teachers	English Learners English Learners Foster Youth Low Income					\$0.00
1	1.6	ELD Coordinator	English Learners	\$80,351.00				\$80,351.00
1	1.7	Curriculum & Assessment Coordinator	English Learners Foster Youth Low Income	\$21,226.00				\$21,226.00
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	English Learners Foster Youth Low Income	\$9,790.00			\$18,229.00	\$28,019.00
1	1.9	Response To Intervention Supplemental Curriculum Training	English Learner, Foster Youth, Low Income English Learners				\$1,958.00	\$1,958.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Foster Youth Low Income					
1	1.10	Classified Personnel	English Learner, Foster Youth, Low Income English Learners Foster Youth Low Income	\$187,442.00			\$81,182.00	\$268,624.00
1	1.11	Retention of Highly Qualified Teachers	English Learner, Foster Youth, Low Income English Learners Foster Youth Low Income					\$0.00
1	1.12	Off-Site Training and Conferences	All	\$8,900.00				\$8,900.00
1	1.13	Response to Intervention Core Curriculum Training	English Learners Foster Youth Low Income		\$8,900.00			\$8,900.00
1	1.14	Edgenuity Online Learning Platform	All				\$3,954.00	\$3,954.00
2	2.1	STEM Through Agriculture	All				\$37,052.00	\$37,052.00
2	2.2	Library Media Center	English Learners Foster Youth Low Income	\$31,786.00				\$31,786.00
2	2.3	Outside Enrichment Opportunities	All	\$1,390.00		\$1,780.00		\$3,170.00
2	2.4	Supplies for Hands- On Science Instruction to Supplement NGSS Adopted Curriculum	English Learners Foster Youth Low Income	\$1,780.00				\$1,780.00
2	2.5	PowerSchool Student Information System	All	\$7,565.00				\$7,565.00
2	2.6	Intrado School Messenger	All	\$712.00				\$712.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Office Administrative Assistant & Attendance Clerk	All	\$135,285.00				\$135,285.00
2	2.8	Edlio Website Hosting	All	\$2,225.00				\$2,225.00
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	English Learners Foster Youth Low Income					\$0.00
2	2.10	Materials Equipment and Supplies for Electives	All				\$8,900.00	\$8,900.00
3	3.1	Counseling/ Social Services	All					\$0.00
3	3.2	Chromebooks and Tablets for Students	All		\$26,700.00			\$26,700.00
3	3.3	Desktop Computers for Classrooms	All					\$0.00
3	3.4	Support Staff Professional Development in De-Escalation Strategies	All		\$1,780.00			\$1,780.00
3	3.5	School Safety Personnel, Materials and Training	All	\$22,025.00		\$3,560.00		\$25,585.00
3	3.6	Campus Technology Support	All	\$46,280.00				\$46,280.00
3	3.7	After School Learning Hub	English Learners Foster Youth Low Income	\$2,771.00				\$2,771.00
3	3.8	School Nurse LVN	All	\$46,363.00				\$46,363.00
3	3.9	Digital Monitoring Software	All			\$5,162.00		\$5,162.00

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	
	\$232,104		0.00%		\$369,248.00	0.00%	0.00 %	Total:	\$369,248.00	
									LEA-wide Total:	\$369,248.00
									Limited Total:	\$0.00
									Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Success Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,102.00	
1	1.4	Learning Director/Coach 1 & 2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	English Language Development Training for all Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.6	ELD Coordinator	Yes	LEA-wide	English Learners		\$80,351.00	
1	1.7	Curriculum & Assessment Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,226.00	
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,790.00	

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	1.9	Response To Intervention Supplemental Curriculum Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.10	Classified Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$187,442.00	
1	1.11	Retention of Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.13	Response to Intervention Core Curriculum Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Library Media Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,786.00	
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,780.00	
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.7	After School Learning Hub	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,771.00	
3	3.8	School Nurse LVN				All Schools	\$46,363.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$733,478.37	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Success Center	No	\$81,257.00	
1	1.2	Training in Core Curriculum Programs	No	\$8,900.00	
1	1.3	Curriculum Adoptions	No	\$86,330.00	
1	1.4	Learning Director/Coach	Yes	\$8,900.00	
1	1.5	English Language Development Training for all Teachers	No	\$0.00	
1	1.7	EL Coordinator	No	\$46,176.76	
1	1.8	Curriculum & Assessment Coordinator	Yes	\$18,965.90	
1	1.9	Response to Intervention Supplemental Curricular Materials and Programs	No	\$20,025.00	
1	1.10	Response To Intervention Supplemental Curriculum Training	No	\$4,450.00	

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	Classified Personnel	No	\$69,355.92	
1	1.12	Retention of Highly Qualified Teachers	Yes	\$89,000.00	
1	1.13	Off-Site Training and Conferences	Yes	\$13,350.00	
1	1.14	Response to Intervention Core Curriculum Training	Yes	\$4,450.00	
2	2.1	STEM Through Agriculture	No	\$35,324.10	
2	2.2	Library Media Center	Yes	\$25,365.00	
2	2.3	Outside Enrichment Opportunities	No	\$13,350.00	
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Yes	\$13,350.00	
2	2.5	PowerSchool Student Information System	No	\$7,031.00	
2	2.6	Intrado School Messenger	No	\$2,225.00	
2	2.7	Attendance/Office Clerk	No	\$19,242.69	
2	2.8	Edlio Website Hosting	No	\$2,225.00	
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	\$8,900.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Equipment for Electives	No	\$4,450.00	
3	3.1	Counseling/ Social Services	No	\$22,250.00	
3	3.2	Chromebooks and Tablets for Students	No	\$22,250.00	
3	3.3	Desktop Computers for Classrooms	No	\$22,250.00	
3	3.4	Support Staff Professional Development in De-Escalation Strategies	No	\$2,670.00	
3	3.5	School Safety and Mandated Programs	No	\$4,450.00	
3	3.6	Campus Technological Support	No	\$21,360.00	
3	3.7	After School Learning Hub	No	\$10,235.00	
3	3.8	School Nurse LVN	Yes	\$43,610.00	
3	3.9	Digital Monitoring Software	No	\$1,780.00	

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)
	\$225,890.90	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Learning Director/Coach	Yes	\$8,900.00			
1	1.8	Curriculum & Assessment Coordinator	Yes	\$18,965.90			
1	1.12	Retention of Highly Qualified Teachers	Yes	\$89,000.00			
1	1.13	Off-Site Training and Conferences	Yes	\$13,350.00			
1	1.14	Response to Intervention Core Curriculum Training	Yes	\$4,450.00			
2	2.2	Library Media Center	Yes	\$25,365.00			
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Yes	\$13,350.00			
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	\$8,900.00			
3	3.8	School Nurse LVN	Yes	\$43,610.00			

2021-22 LCFF Carryover Table

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

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022



5. PUBLIC HEARING 5.2 LCAP District



LCFF Budget Overview for Parents

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

CDS Code: 54-721160134973

School Year: 2022-23

LEA contact information:

Ken Horn

Superintendent/Principal

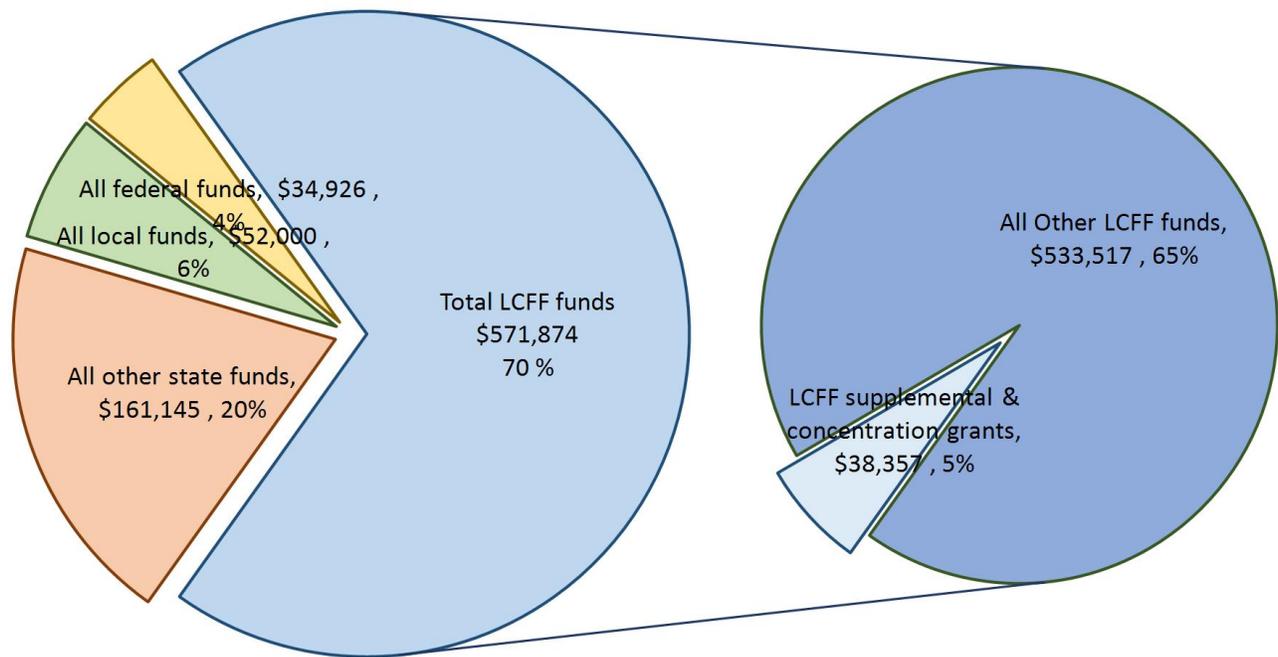
kenhorn@sequoiaunion.org

(559) 564-2106

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

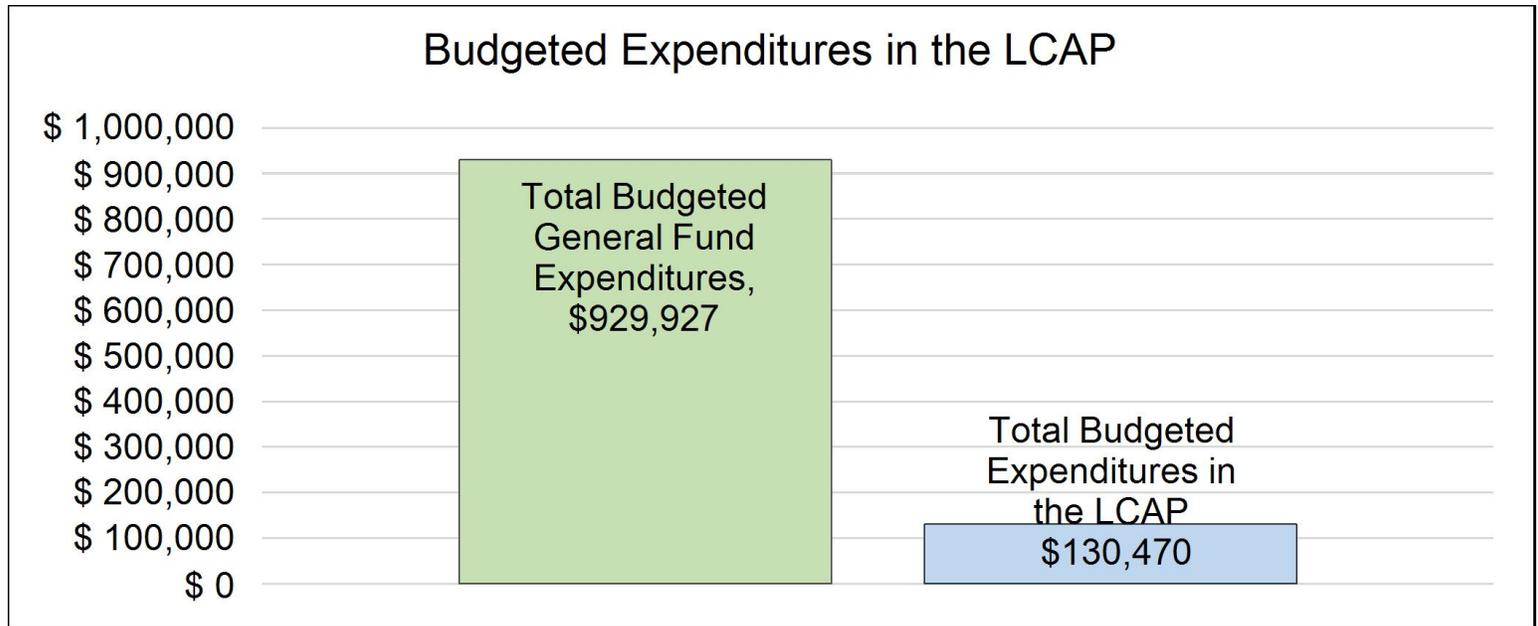


This chart shows the total general purpose revenue Sequoia Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sequoia Union Elementary School District is \$819,945, of which \$571,874 is Local Control Funding Formula (LCFF), \$161,145 is other state funds, \$52,000 is local funds, and \$34,926 is federal funds. Of the \$571,874 in LCFF Funds, \$38,357 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 Sequoia Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sequoia Union Elementary School District plans to spend \$929,927 for the 2022-23 school year. Of that amount, \$130,470 is tied to actions/services in the LCAP and \$699,457 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

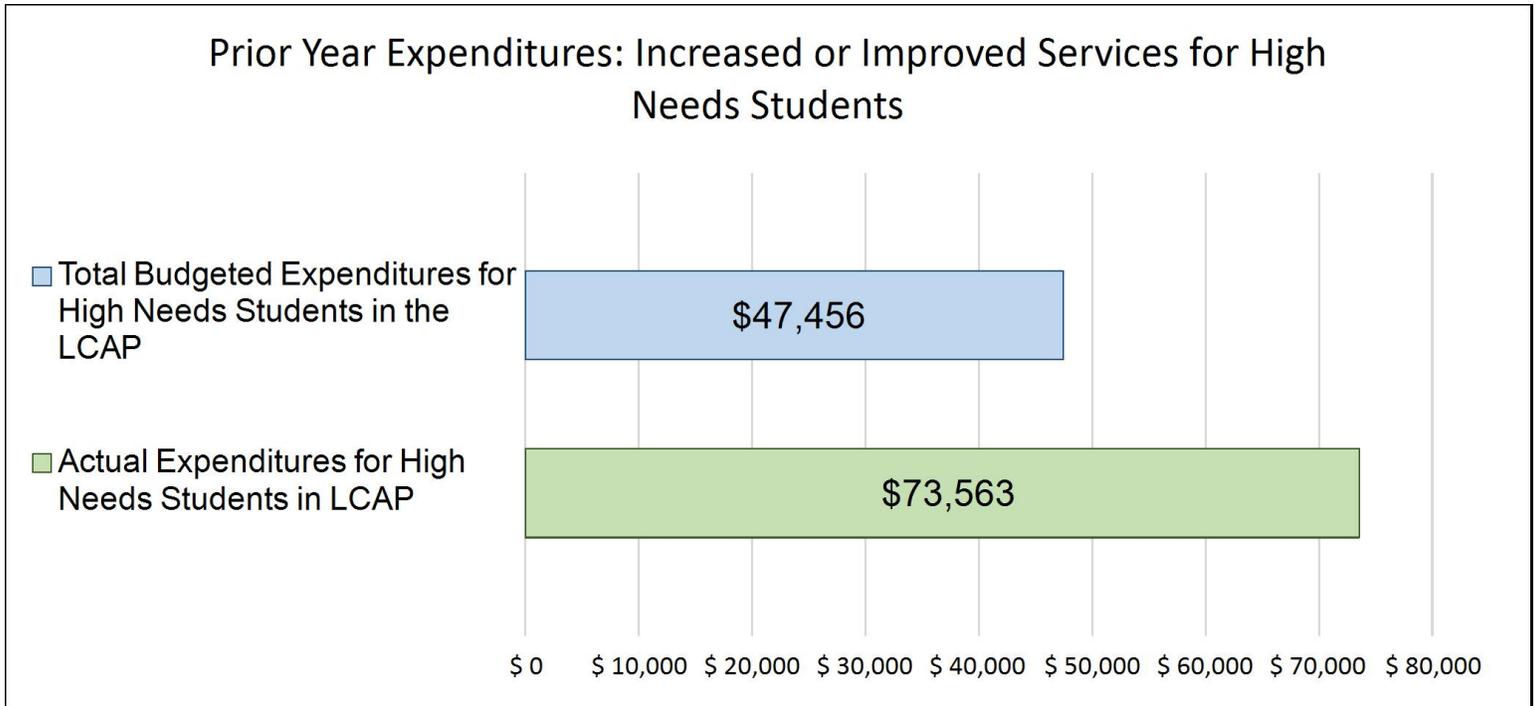
In 2022-23, Sequoia Union Elementary School District is projecting it will receive \$38,357 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sequoia Union Elementary School District plans to spend \$80,000.00 towards meeting this requirement, as described in the LCAP.

Sequoia Union Elementary School will continue to increase or improve services for high needs students by offering the Student Success Center to focus on intervention strategies for unduplicated students in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage unduplicated students in their learning; to provide English Language Development training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor; provide curriculum that has built in support for unduplicated students learning needs; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily engaged with

unduplicated students on a daily basis; to provide response to intervention training through the lens of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for unduplicated students.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Sequoia Union Elementary School District's LCAP budgeted \$47456.42 for planned actions to increase or improve services for high needs students. Sequoia Union Elementary School District actually spent \$73563.42 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$26107.00 had the following impact on Sequoia Union Elementary School District's ability to increase or improve services for high needs students:

The difference that caused the increase in the expected expenses and the actual expenses happened in Goal 1, Action 1, the Student Success Center and was due to the fact that we were able to hire an extremely experience teacher to lead the S.S.C. and she came on at a higher step and column than we budgeted for. The S.S.C.'s student data for the unduplicated students has a huge growth for those students in reading and math on their last IReady Benchmark. The increased expense had a tremendous impact for our students.



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
Sequoia Union Elementary School District	Ken Horn Superintendent-Principal	kenhorn@sequoiaunion.org 559-564-2106

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).

Sequoia Union Elementary School District met several times with staff, parents, and community members on how best to use additional funds to meet the needs of our students. The following meetings were held with discussion and feedback given from stakeholders at School Site Council Meetings in February, March, April, November and December of 2021. There were reports and discussions with feedback provided by educational partners at Regular Board Meetings and Special Board Meetings in February, March, April, October, November, and December of 2021. Certificated and Classified Staff were provided opportunities to discuss and provide feedback at Monthly All-Staff Professional Learning Community Meetings in February, March, April, August, October, and November of 2021. The discussions with stakeholder groups centered around explaining the goal and parameters of the use of the additional funds. Stakeholder groups shared ideas to provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and how to identify students and their needs, how best to inform parents ,and how to report results of the implementation of the additional funds and how it interacts with the LCAP. Sequoia Union administration will continue to meet with staff, students, parents, community and other partners to

evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years.

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.

Our District does not receive a concentration grant or the concentration grant add-on.

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.

In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from August - May of 2020-2021, we expanded our efforts and continued to meet with stakeholders in November and December of 2021, and in January of 2022. There were reports and discussions with feedback provided from stakeholders at Regular Board Meetings and Special Board Meetings, as well as School Site Council Meetings. All Staff meetings provided Staff with the opportunities to share feedback, ask questions, and fill out surveys. The discussion with stakeholder groups centered around explaining the goals and parameters of the use of the additional funds. Stakeholders shared ideas to provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and how to identify students and their needs, how best to inform parents, and how to report results of the implementation of the additional funds and how it interacts with the LCAP. Sequoia Union administration will continue to meet with staff, students, parents, community and other partners to evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years.

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.

Our District is implementing the federal American Rescue Plan Act and the federal Elementary and Secondary School Emergency Relief expenditure plan by continuing to increase or improve services for all students by offering the Student Success Center to focus on intervention strategies for students who due to the COVID-19 pandemic fell behind in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage students who are behind in their learning; to provide additional training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor at each grade level; provide curriculum that has built in support for

students learning needs who have fallen behind grade level due to the COVID-19 pandemic; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily engaged with students who are below grade level on a daily basis; to provide response to intervention training through the lens of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for students who are below grade level due to the COVID-19 pandemic. All of our fiscal resources in our plans are in alignment with and include the implementing of the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan.

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

Our District is using the fiscal resources received for the 2021-22 school year by continuing to increase or improve services for all students by offering the Student Success Center to focus on intervention strategies for students who due to the COVID-19 pandemic fell behind in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage students who are behind in their learning; to provide additional training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor at each grade level; provide curriculum that has built in support for students learning needs who have fallen behind grade level due to the COVID-19 pandemic; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily engaged with students who are below grade level on a daily basis; to provide response to intervention training through the lens of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for students who are below grade level due to the COVID-19 pandemic. All of our fiscal resources in our plans are in alignment with and include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary School District	Ken Horn Superintendent/Principal	kenhorn@sequoiaunion.org (559) 564-2106

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.

Sequoia Union Elementary School District is a rural single site district consisting of a traditional Elementary School (grade 8), which shares a school site with a dependant Charter School (grades K-7). The campus has a rich history and serves as the center of the small community of Lemon Cove. Many local families have had multiple generations attend our school, and half of our staff either attended Sequoia Union themselves, or had children matriculate through the district. Typical enrollment for the Elementary School is between 30 to 40 students, with over 30% of the current student body coming from outside district boundaries. Families who choose to attend from outside the district cite the small class size, rural location, and family atmosphere of our campus. Events such as our annual carnival, track meet, drama production and multi-day eighth grade trip are cherished traditions in our community.

Sequoia Union enjoys active parent volunteer groups as part of its Parent's Guild including the Parent Teacher Club and the Sports Boosters organization. These groups collectively raise upwards of \$40,000 each year which they split between the Elementary School and the dependant Charter to fund school field trips and other extracurricular activities.

The Sequoia Union Elementary School District's focus is on accessing STEM through an agricultural lens. In recent years the district acquired 5 acres of orchard land behind the school that the Board hopes to develop into a working farm site. The vision for the district as a whole is to provide a robust education in all academic areas enhanced by hands on learning on the farm site. This type of active experiential instruction is valued by our parents and community partners.

The Elementary School serves a population that is 50% socioeconomically disadvantaged. Demographically the Elementary School together with the dependant Charter serves a population that is mainly Caucasian, 56%, and Hispanic, 38%, with 6% falling into other demographic categories. Though sometimes statistics such as these may be cited that combine the Elementary School and the dependant Charter, the enrollment for purposes of this LCAP is the enrollment of the 8th Grade; the Elementary School and the Charter have separate LCAPs and are funded as separate entities.

Reflections: Successes

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

The LEA as a whole counts as a success the in person administration of the 2021 ELA and Math CAASPP tests in both schools; many surrounding districts elected not to give the test and instead used local indicators to meet state requirements. The California School Dashboard shows no data for either school in the LEA for the 20-21 school year. The CAASPP results website (caaspp-elpac.cde.ca.gov) however, shows that in the Elementary School 42.11% of students were proficient in English language arts, and 21.06% were proficient in math. These scores are significantly better than those for Tulare County as a whole which were 32.18% and 16.29 % respectively.

Sequoia Union Elementary School District has made progress toward meeting all of our LCAP goals over the course of the last year. In support of Goal 1 for the 21-22 school year the LEA created and staffed a Student Success Center with a full time teacher and aid dedicated to serving students in need of academic support, those on independent study and foster youth, in both the Elementary School and dependant Charter. Of the 38 students who received assistance from this team throughout the year for English Language Arts, 82% improved their scores on the iReady Reading Diagnostic internal benchmark. Of those that improved their scores, 68% improved them by at least one grade level. While the number of students receiving math support was significantly smaller - 8 students - 7 out of 8 improved their scores by at least one grade level on the iReady Math Diagnostic. 43 unique students were assisted in ELA, Math or both, 70% of whom were unduplicated pupils. This action has significantly improved the services the LEA provides to unduplicated pupils. We are excited by the improvement in student performance that this intervention has shown, and plan to continue to fund the positions related to the Student Success Center going forward.

The LEA has also made strides toward meeting our goals for enrichment and engagement as outlined in Goal 2. Teachers have begun to implement new science curriculum with a focus on hands on experiments and activities. Our agricultural program is slowly beginning to take shape with the addition of chickens and two baby steers to facilitate agriculture education. Agriculture and science based field trips have resumed with students in every grade visiting nature sites and learning about domestic and wild animals. With COVID restrictions receding, we once again have been able to offer enrichment programs that our kids and our community enjoy such as National History Day, Poetry and Prose, Reading Revolution, SCION, Math Bowl and our yearly school drama production.

Like schools around the country, this fall we struggled with behavior issues never before seen on our campus. The mid-year addition of a Campus Safety Supervisor which has helped us make progress toward meeting Goal 3 has made a huge difference to the LEA providing back-up to administration with discipline investigations, an extra set of eyes on students, and an additional role model as the individual holding this job has sought to help direct students into more positive and constructive outlets for their energies. This position has proved essential on a campus without a second administrator and it will be funded going forward in Goal 3 of this LCAP.

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.

Though the California School Dashboard is not currently showing updated data, our local data, reported to the state through CALPADS, shows that our suspension rate for the 21-22 school year puts the Elementary School in the "Red" Dashboard category for suspensions. There have been a total of 9 students suspended in the Elementary School this year, giving the school a suspension rate of 26% compared to a reported suspension rate of 0% last year. This rate of suspension is unprecedented in the history of our LEA. Furthermore, 100% of the suspensions have been male students. This information indicates that there needs to be more resources for these students if they are experiencing social or emotional difficulties, and more acceptable and appealing outlets for their energies. Actions in this LCAP related to Goals 2 and 3 will provide additional enrichment for students and support for both students and staff members to help address problem behaviors before they escalate to the level of suspension.

According to the CAASPP results website, the performance gap between scores for English Learners and scores for all students in the LEA is significant. According to caaspp-elpac.cde.ca.gov a combined 9.09% of English Learners in the Elementary and Charter schools met or exceeded ELA standards and 0% of English Learner students met or exceeded Math standards. This difference in English Learner scores is equivalent to two or more color levels below the "All Students" level of achievement in both ELA and Math. Additional assistance for these students is clearly necessary in order to help them reach proficiency. Actions contained in Goal 1 of this LCAP will give English Language Learners additional academic assistance to close achievement gaps.

Surveys given to staff, students and parents reveal three areas that Educational Partners agreed needed improvement. The climate/culture of campus has changed significantly over the last few years due to changes in administration, staffing, COVID restrictions, shifts in student behavior, and alterations in California Education Code that limit what actions can be taken when students misbehave. Parents and teachers have expressed a desire to return to the high behavior standards and traditions that previously made our school unique. Educational partners also said that services at both ends of the educational spectrum - for students needing academic intervention and for students needing acceleration and enrichment - are lacking. Respondents indicated that additional programs and services for these students are necessary. Finally, educational partners continue to see communication between parents, teachers and administration as insufficient. Actions taken as a result of this Educational Partner feedback are listed in the Educational Partner Engagement section of this LCAP.

LCAP Highlights

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

New and continued actions and expenditures were included in this year's plan, focusing on supporting academic achievement, serving the needs of unduplicated pupils, and supporting teachers and administration.

~The Student Success Center will continue to be funded, assisting students in recouping learning loss related to the COVID-19 pandemic. Cullinan Orton Gillingham curriculum has helped our students make great strides and will continue to be the base curriculum for most grades in the SSC.

~ The addition of a second Learning Director stipend will help create a Teacher Support Team in lieu of a vice principal. These positions will support teachers in implementing curriculum, creating curriculum maps and pacing guides, using student data to drive instruction, coaching new and untenured teachers and creating effective professional learning communities. This team will provide another layer of support and guidance for teachers as well as lend support to the Superintendent/Principal with tasks such as 504 meetings and state testing.

~A Campus Safety Supervisor will assist in student supervision, positive behavior supports, de-escalation and incident investigation. In the absence of a vice principal, the individual in this position is essential to assisting the Superintendent/Principal with behavior interventions.

~Sequoia Union will continue to employ an English Language Development Coordinator who will do intensive small group work with English Learners as well as maintain relationships with Spanish speaking families.

~Sequoia Union Elementary School District will continue to participate in the TCOE ELD Consortium in order to provide ongoing support to our teachers in English language instruction techniques.

~Additional funds will be directed toward building capacity in our staff, with money for off-site conference attendance included in the plan.

Ongoing actions related to our focus on STEM through the lens of Agriculture are also included in the plan.

~Plans related to our school farm continue to move forward. Funds from the SRSA grant will be used to pay for a staff member to spend time planning and implementing the next phases of the project, and for materials needed to bring those plans to fruition.

~Newly adopted NGSS compliant curriculum will continue to be implemented helping to further our mission of increasing our science scores.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Engaging educational partners was again challenging as COVID quarantines and limited visitor access to campus continued throughout much of the year. Sequoia Union Elementary School District relied on School Site Council (which also serves as our ELAC/DLAC and PAC), staff meetings, board meetings, and parent, student and staff surveys for feedback on the LCAP.

The LCAP and other funding documents that require an adopted plan and are featured in the LCAP were discussed on the following dates:

October 25, 2021 School Site Council Meeting
December 6, 2021 School Site Council Meeting
February 2, 2022 School Site Council Meeting
May 31, 2022 School Site Council Meeting

Regular and Special Governing Board Meetings:

September 9, 2021
October 14, 2021
November 18, 2021
December 7, 2021
February 24, 2022
March 10, 2022
April 7, 2022
May 12, 2022

Sequoia Union Staff Meetings:

December 1, 2021
April 26, 2022
June 1, 2022

Core Data Collaborative Student, Parent and Staff spring surveys were sent out via email and posted on the LEA's website on

February 24, 2022

A summary of the feedback provided by specific educational partners.

Educational partners provided disparate feedback, but analysis of public comments, meeting minutes, and survey data reveal three cohesive themes or areas of need that continue to be a priority:

1) Parents teachers staff and administration have expressed concern about discipline, climate and culture on our campus. The return to full day five day a week in-person instruction this year came with an unforeseen number of severe discipline problems. Our campus was overwhelmed and unprepared for these issues. Some felt that not enough was being done to address the problem. Some educational partners expressed a desire for stricter, more consistent student discipline applied equally to all students. Data also show that a vice principal is desired by many, as well as greater access to counseling and social services for students.

2) Student academic intervention and enrichment is frequently cited as a need by our educational partners. Some partners believe not enough focus is placed on students performing below grade level and that more classroom aids and another intervention team is necessary. Others believe that on-level students are not receiving the challenging coursework and enrichment they need to continue to grow academically and desire a Gifted and Talented Program. Some also state that lack of basic arts programs such as visual arts and music is a detriment to our students.

3) All parties believe that communication between parents, teachers and administration is lacking. Partners frequently state that they receive inadequate or incomplete information and that consistency of communication is necessary.

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

Input from Partners : Discipline, climate and culture on campus need to be improved.

LCAP Actions Taken : Since a vice principal was not fiscally viable two separate actions were taken that are projected to have a similar effect. First, a Campus Safety Supervisor was hired mid-year and the position will continue to be funded in the 22-23 LCAP (Goal 3 Action 5). This individual helps assist in student supervision, de-escalation and incident investigation. This position provides assistance to the Superintendent/Principal with behavior interventions. An additional Learning Director stipend was created in Goal 1 Action 4 and the together these two positions will form a Teacher Support Team as a first line of assistance for teachers. These individuals will help by providing coaching and mentoring, facilitating professional learning communities and helping to institute a culture of continuous improvement on our campus. Well prepared and supported teachers will positively impact all aspects of our school culture.

Input from Partners : Additional academic intervention and enrichment are needed.

LCAP Actions Taken : Unfortunately adding additional staff members for intervention, enrichment or the arts has proven to be cost prohibitive. The LEA will continue to invest in off-site training and conferences, Goal 1 Action 13, and training additional staff in the Cullinan Orton Gillingham instructional method, Goal 1 Action 14, to increase capacity in existing personnel. The SRSA grant, Goal 2 Action 1 will help us expand our agricultural program, and money will continue to be invested in Outside Enrichment Opportunities, Goal 2 Action 3 and the Library Media Center, Goal 2 Action 2, as a means of enrichment.

Input from Partners : Communication between parents, teachers and administration needs to be improved.

LCAP Actions Taken : Administrative support staff positions, Goal 2 Action 7, have been restructured to distribute work more evenly and allow better functioning of the front office - our first point of contact with the public. A modest stipend has been instituted for a current staff member to regularly update the school website and serve as author of a weekly newsletter to be sent out to parents.

Goals and Actions

Goal

Goal #	Description
1	All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support. (State Priorities 2, 3 & 7)

An explanation of why the LEA has developed this goal.

This goal addresses the backward slide that Sequoia Union Elementary experienced in ELA and Mathematics scores on the CAASPP in 2018-2019. With its School focus on STEM through the lens of agriculture, the LEA chose to include Science scores in this goal as well. Now that the CAST is set to be administered yearly, there will be a consistent data source with which to measure this portion of the goal. In addition, the integration of ELA and Math skills with the hands on learning that the Sciences require furthers the adopted mission statement of the District.

The COVID 19 Pandemic has caused lack of growth or declines in nearly all academic areas due to the limitations of remote learning. This goal includes both targeted and comprehensive academic support to provide additional help to those unduplicated pupils who may need extra assistance in their efforts to overcome the deficits of the last two years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will continue to implement State Board adopted academic content and performance standards for all students and student groups will show growth towards meeting/ exceeding standards on the California Assessment	Note: Due to the small size of the elementary school, these baseline numbers have been established using LEA wide data. If only elementary data are used, subgroup data does not populate due to suppression to protect privacy.	LEA Wide CAASPP Performance All Students 2020-2021 39.25% met or exceeded standard for ELA 30.05% met or exceeded standard for Math			All students metric will grow by 3% a year in ELA and Math. 2% a year in Science. English Learner Metric will improve by 1% a year. Hispanic/Latino Students will improve by 2% a year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of Student Progress and Performance.	<p>All Students 2018-2019 50.27% met or exceeded standard for ELA 34.39% met or exceeded standard for Math 42.86% met or exceeded standard for Science</p> <p>English Learners 2018-2019 7.69% met or exceeded standard for ELA 0.0% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2018-2019 39.68% met or exceeded standard for ELA 20.63% met or exceeded standard for Math 35.71% met or exceeded standard for Science</p> <p>Socioeconomically Disadvantaged 2018-2019</p>	<p>The CAST test was not given in 20-21</p> <p>English Learners 2020-2021 9.09% met or exceeded standard for ELA 0.00% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2020-2021 17.19% met or exceeded standard for ELA 7.69% met or exceeded standard for Math</p> <p>Socioeconomically Disadvantaged 2020-2021 27.77% met or exceeded standard for ELA 12.22% met or exceeded standard for Math</p>			Socioeconomically Disadvantaged students will improve their scores by 2% a year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	38.75% met or exceeded standard for ELA 18.75% met or exceeded standard for Math 33.34% met or exceeded standard for Science				
All teachers are fully credentialed, in the subject areas, and, for the pupils they are teaching.	All teachers are fully credentialed.	All teachers are fully credentialed.			All teachers are fully credentialed.
The District will continue implementation of ELD Standards. English Language Learners will increase proficiency as measured by the ELPAC.	Note: Due to the small size of the elementary school, these baseline numbers have been established using LEA wide data. If only elementary data are used, subgroup data does not populate due to suppression to protect privacy. 26.32% of English Language Learners scored proficient on the ELPAC in 2018-2019	LEA wide 5.71% of English Language Learners scored proficient on the ELPAC in 2020-2021			32% of English Language Learners will score proficient on the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification of English Language Learners will increase.	LEA wide two English Learners were Reclassified Fluent English Proficient for the 2019-2020 school year, for a reclassification rate of 7%	LEA wide no students were Reclassified Fluent English Proficient for the 2020-2021 school year			English Language Learners will be reclassified at a rate of 12% a year.
Students identified for intervention with the Student Success Center will show growth on locally administered assessments.	Baseline will be established at the beginning of Year 1 through initial administration of local assessments.	80% of Elementary School students who received services from the Student Success Center increased their scores on the iReady ELA benchmark from fall 21 to spring 22. 60% improved their ELA scores by at least one full grade level.			Students in the Intervention program will move up one RTI tier per year in the program.
All teachers will be trained in core curriculum programs.	Note: original baseline data was incorrect as it referenced the LEA's charter school, not the elementary. Revised baseline data is as follows: 100% of teachers in the Sequoia Union Elementary School have been fully	100% of teachers in the Sequoia Union Elementary School have been fully trained in core curriculum programs.			All teachers will be trained in core curriculum programs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	trained in core curriculum programs.				
Students will show growth in ELA and Math on locally administered benchmark assessments.	<p>20-21 Renaissance STAR Consolidated Status Report Grade 8 Math: IN: 759; W: 710 Change: -49 Grade 8 Reading: IN: 672 W: 631 Change: -41</p> <p>20-21 Renaissance STAR Consolidated Assessment Proficiency Report Reading Proficiency: Grade 8: At/Above #: 5 %: 24%; Grade 8: Below #: 16; %: 76% Math Proficiency: Grade 8: At/Above #: 6 %: 26% Grade 8: Below #: 17 %: 74%</p>	<p>Note: Due to a change in benchmark assessment programs, Year 1 iReady Diagnostic will serve as the baseline for locally administered assessments.</p> <p>iReady Diagnostic Overall Placement Fall 21 to Spring 22</p> <p>*Mid/Above Grade Level Reading Fall 6% Spring 23% Math Fall 3% Spring 19%</p> <p>*Early on Grade Level Reading Fall 26% Spring 32% Math Fall 6% Spring 25%</p> <p>*One Grade Level Below Reading Fall 19% Spring 19% Math</p>			<p>Average Scaled Score (SS) per grade level, as shown on the Renaissance STAR Consolidated Status Report will increase by at least 25 SS points a year, from the Initial (In.) testing to the final testing of the year, Winter (W) or Spring (S), with change being represented by Ch + or -.</p> <p>Percent of students in each grade level achieving proficiency at or above 50PR as shown on the Year End Consolidated Assessment Proficiency Report will increase by 3% a year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Fall 50% Spring 25% *Two Grade Levels Below Reading Fall 10% Spring 3% Math Fall 6% Spring 16% *Three or More Grade Levels Below Reading Fall 39% Spring 23% Math Fall 34% Spring 16%			
Annual survey of parents, currently the Sequoia Union Needs Assessment Survey, will show growth in the areas of school climate and communication with school staff for a sense of school safety.	81% of parents are comfortable contacting school staff if they have a concern 74% of parents say that communication is frequent, clear and two-way	96% of parents agreed that school staff treats them with respect. 74% of parents say that school staff takes their concerns seriously. 88% of parents agreed that school staff responds to their needs in a timely manner.			85% of surveyed parents will report that they are comfortable contacting school staff (or similar question). 80% of parents will report that communication is frequent, clear and two-way (or similar question).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual survey of parents, currently the Sequoia Union Needs Assessment for Parent Participation in programs for Unduplicated Pupils and students with exceptional needs.	<p>80% of parents of unduplicated pupils stated positive satisfaction with their role in school decisions that impact their student.</p> <p>75% of parents of exceptional needs students stated positive satisfaction with their role in school decisions that impact their student</p>	<p>Note: the name of this year's survey to Parents is the CORE Parent/Family Survey</p> <p>95% of parents surveyed with unduplicated pupils and those with exceptional needs stated positive satisfaction with the services their students receives.</p> <p>95% of parents surveyed with unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.</p>			<p>85% of parents of unduplicated pupils will state positive satisfaction with their role in school decisions that impact their student.</p> <p>80% of parents of exceptional needs students will state positive satisfaction with their role in school decisions that impact their student.</p>
Annual survey of students, currently the Pulse Student Comprehensive Interim Well Being and Learning Conditions Survey, will show growth in the	<p>53% of students surveyed in grades 4-8 answered that they liked school</p> <p>61% of parents surveyed answered</p>	<p>64% of students surveyed in grades 4-8 answered that in general they like school Often or Almost All of the Time</p>			<p>65% of surveyed students will report that they like school (or similar question).</p> <p>75% of surveyed parents will report that their child likes</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
area of student engagement in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs.	that their child enjoys coming to school	93% of parents surveyed agreed with the statement "My child enjoys coming to school."			coming to school (or similar question).
All teachers are appropriately assigned in the subject areas, and, for the pupils they are teaching.	All teachers are appropriately assigned.	All teachers are appropriately assigned.			All teachers are appropriately assigned

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Success Center	This action will allow for staff salaries to continue an intervention program using the Response to Intervention model to assist students in recouping pandemic related learning loss in both ELA and Mathematics. (Year 1: ESSER II & ESSER III Years 2 & 3: ESSER III, certificated Supplemental and Concentration, classified)	\$15,752.00	Yes
1.2	Training in Core Curriculum Programs	This action will provide training to teachers in core curriculum products. This training will ensure that our teachers are familiar with all of the resources that are available to them to address their students varying needs. (Title II, LCFF Supplemental and Concentration)	\$1,120.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Curriculum Adoptions	Current subscriptions will cover the cost of all core curriculum for the Elementary school.	\$0.00	
1.4	Learning Director/Coach 1 & 2	<p>These positions will assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Coach will provide support to teachers in interpreting assessment data and using that data to guide their instruction. These positions will also assist the Superintendent/Principal with select administrator duties such as 504 meetings and implementation of CAASPP Summative and Smarter Balanced Interim Assessments.</p> <p>(Year 1: LCFF Supplemental and Concentration, Year 2: Educator Effectiveness Block Grant)</p>	\$3,288.00	Yes
1.5	English Language Development Training for all Teachers	<p>As our English Learner population continues to grow, our partnership with the TCOE Title III ELD Consortium will allow our teachers to receive additional training and guidance as they work to support English Learners in the classroom. Title III funds incurred by the LEA go directly into the consortium.</p> <p>(Title III)</p>	\$0.00	No Yes
1.6	ELD Coordinator	The English Language Development Coordinator conducts intensive small group work with English Learners as well as maintain relationships with Spanish speaking families. The EL Coordinator manages yearly initial and summative ELPAC testing as well as the process of redesignating students.	\$9,993.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		(Supplemental and Concentration)		
1.7	Curriculum & Assessment Coordinator	The Curriculum & Assessment Coordinator helps facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms, and schedules training and professional development related to current curriculum. This position also serves as LEA coordinator for CAASPP Summative and Smarter Balanced Interim Assessments as well as ELPAC. (LCFF Supplemental & Concentration)	\$2,625.00	Yes
1.8	Response to Intervention Supplemental Curricular Materials and Programs	Curriculum materials and programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps in areas identified by those benchmarks. (Year 1: ESSER II, Years 2 & 3: ESSERIII, Supplemental and Concentration)	\$3,410.00	No Yes
1.9	Response To Intervention Supplemental Curriculum Training	Training in the products purchased for supplemental RTI so teachers and support staff can use the programs and the data they provide to inform their instruction of unduplicated pupils. (Year 1: ESSER II)	\$242.00	No Yes
1.10	Classified Personnel	Classified salaries for paraprofessionals to support unduplicated students in all academic areas.	\$44,785.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		(Title I, Supplemental and Concentration)		
1.11	Retention of Highly Qualified Teachers	Provides funds to retain highly qualified teachers to support quality education and academic achievement for unduplicated pupils, but ultimately benefiting all students. (LCFF Supplemental and Concentration)	\$0.00	Yes
1.12	Off-Site Training and Conferences	Supplemental professional training and conferences to continue to develop staff expertise in their assigned subject matter/grade level and increase organizational capacity. (Title II, LCFF Supplemental and Concentration)	\$1,100.00	No
1.13	Response to Intervention Core Curriculum Training	Training for the Student Success Center Teacher, classroom teachers and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention. Currently the Cullinan Orton Gillingham program. (LCFF Supplemental and Concentration, Educator Effectiveness Block Grant)	\$1,100.00	Yes
1.14	Edgenuity Online Learning Platform	Comprehensive online learning platform for use with independent study students. Edgenuity provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes.	\$4,666.00	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.

Some action items in this goal were carried out to positive effect over the last year, while unforeseen impediments prevented others from commencing as planned.

The Student Success Center (Action 1) was created and implemented as described. The positive effects of this resource are described in detail in the Successes portion of this document. Staff were trained in the Cullinan Orton Gillingham program (Action 13) and the method proved effective for our struggling students.

New curriculum was purchased in Science (Action 3) and subscriptions for current History and ELA curriculum programs were renewed. All teachers were trained in Science, and update/refresher online sessions were attended in History and ELA (Action 2)

Most teachers were unable to attend Off-Site Training and Conferences (Action 12) due to a shortage of substitute teachers and COVID quarantines that made leaving campus for professional development nearly impossible.

The ELD coordinator (Action 6) took a leave of absence in the fall and the position was filled by a substitute for the remainder of the year. ELD training for all teachers (Action 5) was also not implemented as the ELD Consortium through TCOE had limited offerings due to COVID and our teachers were frequently overwhelmed by the difficulties COVID quarantines and unruly student behavior created. These conditions made any kind of professional learning a challenge on our campus.

Response to Intervention Supplemental Programs (Action 8) were purchased and implemented campus wide. The iReady program was used in two ways: the diagnostic served as the internal benchmark test for our campus, and the instructional segment of the program served to address individual learning gaps.

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.

More money than allocated was spent on the Student Success Center (Action 1) due to the step and column placement of the SSC teacher.

Funds for Off-Site Training and Conferences (Action 12) went almost entire unutilized as lack of substitute teachers and COVID quarantines made leaving campus for professional development nearly impossible. This supplemental and concentration funding will be carried forward and this action will remain in the LCAP with the intention of full implementation in the coming year.

Due to the disparity in salary between the ELD Coordinator and the substitute, not all of the funds allocated for this action were used.

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

The Student Success Center (Action 1) was by far the most effective action taken in this Goal this year. The extra instruction provided by the SSC made a substantive difference in the observed abilities and benchmark scores of struggling students who received assistance there. This is demonstrated by the metric showing improved benchmark scores for 80% of Elementary School students who received SSC services. The Cullinan Orton Gillingham training (Action 13) was effective; application of these methods resulted in increased benchmark scores and observational improvement in student literacy skills.

The Learning Director/Coach (Action 4) proved invaluable as a resource for our new teachers, and to the Administration. This position ushered three teachers through the process of induction, allowing them to clear their credentials this year. Increasing the number of fully credentialed teachers with access to professional support on our campus will positively influence our long term ability to increase student achievement across the board.

The Curriculum and Assessment Coordinator (Action 7) helps create and maintain the infrastructure necessary for delivering content and tracking student achievement. Administration of curriculum and assessment platforms would be a significant burden on classroom teachers and the superintendent/principal. Creating a separate position that sets up and maintains these necessary tools allows teachers and the superintendent/principal to focus on students. Quantifying effectiveness for this goal is difficult as it is only without it that we would be able to assess the burden on teachers and administration that the execution of these duties would impose.

The effectiveness of Response to Intervention Supplemental Programs (Action 8) will be determined going forward as we compare our iReady diagnostic (benchmark) results with CAASPP scores. Implementing this resource campus wide was more successful this year than it was in 2020-2021. A greater percentage of students took the diagnostic within the allotted time frame and at all three appointed intervals this year. This uniform implementation will aid in the legitimacy of the overall results of this tool. Though year to year comparison is not available, the metrics reported above show fall to spring iReady scores for 21-22 showed growth in the percentage of students on and above grade level and reduced numbers of students below grade level for both ELA and Math.

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.

Additional funds will be allotted to Action 1 to account for the advanced step and column placement of the Student Success Center teacher. The Elementary School will not require the purchase of curriculum this year as all core subjects are covered by current subscriptions, so 21-22 Action 3 will have a \$0 expenditure. Since no new curriculum has been adopted, the amount allocated for Training in Core Curriculum Programs (Action 2) has been reduced.

The hoped for full-time Learning Director/Vice Principal position is not fiscally possible long term, so an additional Learning Director stipend has been added to create a two person "Teacher Support Team". The individuals in these positions each hold administrative credentials and complementary specialities - one in math and one in ELA. Together these individuals will be dedicated to the needs of teachers on campus, helping them to plan and problem solve, gather and reflect on data and grow in their teaching practice.

The one time funds for Retention of Highly Qualified Teachers (Action 11) are unavailable this year as the funds for this item were made possible by paying for many Supplemental and Concentration LCAP actions with one time COVID recovery money provided by the state and federal government. Without the additional COVID funds, other LCAP items will once again require financing with Supplemental and Concentration funds, leaving us unable to provide retention bonuses.

Action 14 was added as an option for students who are experiencing prolonged illness or habitual behavior issues that have persisted after all reasonable intervention methods have been exhausted. This Action provides an equitable comprehensive educational option for students experiencing these issues.

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	Sequoia Union Elementary School District will partner with parents and students to create a school climate that enriches and engages students, allowing them to reach their full potential as independent life-long learners. (State Priorities 4, 5, 6 & 8).

An explanation of why the LEA has developed this goal.

An engaging school climate cannot be created by one group of educational partners alone, it must be a group effort that includes all members of the school community. Changes due to COVID-19 restrictions have damaged our school climate which is integral to attracting families from outside the LEA's boundaries. Resumption of and augmentation to enrichment programs like band, drama, academic competitions, electives for middle school students and hands on agricultural activities have consistently been requested by students, parents and teachers. These are the types of activities that keep our students and families actively engaged in our school community, and are easily ranked as the highest priority among all stakeholder groups.

Communication between school staff, students and parents has been a concern on campus for some time. Communication is crucial to the continuing partnership and engagement of all stakeholders. Continued investment in tools such as our Student Information System, School Messenger system, and website will help us to keep all stakeholders informed contributing to the goal of an inclusive school community.

Access to the print and digital resources available through continued funding of library services offers resources for teachers, and choice and variety in reading materials for students. Studies show that school libraries are crucial to creating a culture of literacy on campus. There is no public library in Lemon Cove, and many of our families are rurally located with limited transportation options. For some, the school library may be the only library that they have ever seen. Normalizing reading and research, both for fun and for academic purposes, engages students in the joy of learning and furthers the LEA's mission of creating independent life-long learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual survey of students, currently the Pulse Student Comprehensive	53% of students surveyed answered that they liked school	64% of students surveyed answered that in general they like school "Often" or			65% of surveyed students will report that they like school (or similar question).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Interim Well Being and Learning Conditions Survey, will show growth in the area of student engagement in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs.	61% of parents surveyed answered that their child enjoys coming to school.	"Almost All of the Time". 93% of parents surveyed agreed with the statement "My child enjoys coming to school."			75% of surveyed parents will report that their child likes coming to school (or similar question).
Annual survey of parents, currently the Sequoia Union Needs Assessment Survey, will show growth in the areas of school climate and communication with school staff.	81% of parents are comfortable contacting school staff if they have a concern 74% of parents say that communication is frequent, clear and two-way	96% of parents agreed that school staff treats them with respect. 74% of parents say that school staff takes their concerns seriously. 88% of parents agreed that school staff responds to their needs in a timely manner.			85% of surveyed parents will report that they are comfortable contacting school staff (or similar question). 80% of parents will report that communication is frequent, clear and two-way (or similar question).
Average daily attendance (ADA) will remain at 98% or higher	ADA Baseline is 98%	ADA for Sequoia Union Elementary from August 5, 2021 through May 10, 2022 is 92.64%			Average daily attendance will remain at 98% or higher
Chronic Absenteeism will decrease by .25%	Chronic absenteeism for 19-20 was 2.25%	Chronic absenteeism for Sequoia Union			Chronic absenteeism will decrease by .25 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Elementary through May 10, 2022 is 8.8%.			and remain at 2% or below.
Maintain suspension rates in the Low category for all students and all subgroups on the California School Dashboard.	Suspension rate was 0% for the 19-20 school year.	The suspension rate for Sequoia Union Elementary from August 5, 2021 through May 10, 2022 is 26%.			Suspension rate will remain at 0%
Maintain a 0% expulsion rate for all students and all subgroups.	Expulsion rate was 0% for the 19-20 school year.	Expulsion rate for Sequoia Union Elementary for the 21-22 school year is 0%.			Expulsion rate will remain at 0%
Maintain a 0% middle school dropout rate for all students and all subgroups.	Middle school dropout rate was 0% for the 19-20 school year.	The middle school dropout rate for Sequoia Union Elementary School for 21-22 school year is 0%.			Middle school dropout rate will remain at 0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	STEM Through Agriculture	Salaries and materials for the continued development of our STEM through Agriculture program. (Yearly REAP SRSA Grant)	\$4,580.00	No
2.2	Library Media Center	This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator	\$3,931.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection. (LCFF Supplemental and Concentration)		
2.3	Outside Enrichment Opportunities	This action allows for stipends, overtime, fees and other financial support for activities including the TCOE Spelling Bee, Poetry and Prose, Science Olympiad, Reading Revolution and National History Day Competitions, as well as a yearly drama production. (LCFF Base)	\$394.00	No
2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences. (LCFF Supplemental and Concentration, Year 1: \$15,000 LEA total, Years 2 & 3: \$5,000 LEA total)	\$220.00	Yes
2.5	PowerSchool Student Information System	PowerSchool allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress. (LCFF Base)	\$935.00	No
2.6	Intrado School Messenger	This add-on product to the PowerSchool SIS allows for phone, email and text messaging with families. This product is crucial for keeping	\$88.00	No

Action #	Title	Description	Total Funds	Contributing
		parents informed of important educational and social events on campus. (LCFF Base)		
2.7	Office Administrative Assistant & Attendance Clerk	The Administrative Assistant and Office Clerk are another avenue of communication with families. These positions help the LEA to communicate more effectively with the public, as well as maintain accurate records for state reporting. (LCFF Base)	\$11,806.00	No
2.8	Edlio Website Hosting	Allows the LEA to maintain a professional website presence where parents and the public can access information and relevant documents. (LCFF Base)	\$275.00	No
2.9	Training in Differentiated Instruction and Universal Design for Learning	Training and support for teachers to design lessons that are accessible to students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level. (LCFF Supplemental and Concentration)	\$0.00	Yes
2.10	Materials Equipment and Supplies for Electives	Equipment and supplies to assist in teaching elective/enrichment classes to expand the course of study for our students.	\$1,100.00	No

Action #	Title	Description	Total Funds	Contributing
		(Title I)		

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.

Lack of an identified leader for our agriculture program along with ongoing COVID restrictions and quarantines, learning loss and behavior issues made the implementation of enrichment programs (Actions 1, 2 & 3) difficult. Our STEM though agriculture initiative was not implemented at all in the first half of the year. Beginning mid-January our new Campus Safety Supervisor began to engage some of our students who struggle to focus during their afternoon elective time in a new agricultural based elective. Throughout the spring these students worked with chickens, cattle, and horticulture. Going forward the Campus Safety Supervisor will help plan and implement next steps for our agricultural program.

Regular library visits and engagement with the library (Action 2) suffered from the same issues that hindered other enrichment programs. Student behavior, disrupted schedules due to quarantines and the urgency of packing as much content into the day as possible, kept many classes from visiting the library on a regular schedule. Other duties assigned to the librarian also contributed to a weakened emphasis on library education and independent reading.

Most of the outside enrichment opportunities (Action 3) were able to take place as scheduled this year as many occur in the spring when most restrictions were lifted.

Action 4, Hands on Science Activities got off to a slow start in the fall for the same reasons that enrichment programs were hindered. It has taken some time for teachers to adapt to the new science adoptions as well. As such, implementation of these new science activities was minimal.

Action 9, Universal Design for Learning was not implemented as we were unable to find time in the professional development calendar for additional training and had no obvious candidate to provide such training.

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.

Because agricultural activities did not begin until about half way through the school year, and because little expense was required as part of the activities that did take place, most of the SRSA funding for Action 1 went untouched. This funding will roll over and plans for expenditures related to our agriculture program are in progress.

The purchase of Hands-On science materials in Action 4 ended up exceeding the initial estimates that were used for the 21-22 LCAP.

Since Universal Design for Learning training did not take place, these supplemental and concentration funds will roll over for use in the 2022-2023 school year.

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

Action 1, STEM Through Agriculture and 3 Outside Enrichment Opportunities, when they were implemented, were definitely successful in increasing student engagement. The resumption of these programs benefitted diverse student populations including unduplicated pupils, students who are academically at or above grade level standards and students requiring positive outlets for their energies as discussed in the Identified Need section of this LCAP. LEA wide, 17 middle school students participated in the afternoon agriculture elective four days a week. ___ students participated in the school wide History Day competition, 11 in the county History Day competition and 5 students attended the state finals for History Day. 61 students participated in the school wide Poetry and Prose Competition and 6 attended the county competition. 12 students participated in the county Reading Revolution competition, and 15 participated in the county Math Bowl competition. 35 students participated in the drama production of Alice in Wonderland that culminated in two full theatrical performances. These participation statistics represent significant numbers of students on our small campus and participants no doubt contributed to the 11% rise in students reporting that they like coming to school "Often" or "Almost All of the Time." The LEA is hopeful that with the resumption of these activities, engagement will continue to rise along with average daily attendance, and suspensions will decrease.

While Actions 5-8 related to parental engagement were implemented as expected, their effectiveness in making progress toward greater engagement of parents was less clear. Many parents and teachers still site communication as one of the biggest challenges facing our LEA. Despite this, significant numbers of parents report that when they do come into contact with school staff that they are treated with respect, their concerns are taken seriously, and their concerns are addressed in a timely manner.

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.

Expenditures for Action 4 will be greatly reduced as use of science materials was less than expected and minimal consumable supplies will be needed to replace those used this year.

Action 7 will be significantly restructured and funding for this action will increase. The addition of another full time position and reworking the duties of all three administrative staff members will result in a more equitable distribution of work, and a greater level efficiency. Stability and efficiency must first be achieved before better and more frequent communication can commence.

Action 9 will be removed from this goal, with the intent of bringing back UDL at some point in the future when it fits better with the needs of our campus.

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	Sequoia Union will maintain a physically safe and supportive environment where students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning. (State Priorities 1, 3 & 7)

An explanation of why the LEA has developed this goal.

Our previous LCAP did not include a goal that explicitly discussed the school environment. Educational partners felt it was important to include a goal focused on all aspects of environment involved in the teaching and learning experience. Students must feel safe and supported in order to learn, and teachers must feel safe and supported in order to educate students effectively.

In addition to the basic needs of feeling safe and supported, the social and emotional turmoil resulting from the COVID-19 pandemic has increased the need for mental health support on our campus. Both teachers and students require additional resources to process and overcome the challenges they have encountered over the last year.

Technological and material resources are always in short supply on our small campus. Current funding formulas do not favor our school configuration and population, with the result that we are often forced to make due without. The technological and material resources portion of this goal will allow our school to enhance the teaching and learning experience by making sure each party has the tools they need to facilitate successful educational outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
When surveyed, a greater percentage of Sequoia Union students will report feeling safe at school.	59% of students felt safe at school "almost all the time" in the last month 29% of students felt safe at school "once in a while" or "almost	68% of students surveyed responded that they felt "safe" or "very safe" at school.			70% of students will feel safe at school "almost all the time" (or similar answer)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	never" within the last month				
When surveyed, a greater percentage of Sequoia Union staff will report feeling like they belong and feeling satisfied by their work.	Belonging - Agree or Somewhat Agree 82% Satisfied - Agree or Somewhat Agree 86%	Belonging - 42% of staff Agree or Strongly Agree with the statement "This school promotes trust and collegiality among staff". Satisfaction - 71% of staff Agree or Strongly Agree with the statement "This school is a supportive and inviting place for staff to work". Belonging & Satisfaction 58% of staff stated that Nearly All or Most "adults at this school support and treat each other with respect".			Reported Belonging and Satisfaction with the working environment at Sequoia Union will increase.
When surveyed, a smaller percentage of parents and/or students will report their school issued	32% of parents surveyed rated the condition of their students' technological device	17% of students rated the condition of their chromebook to be fair, and 0% rated the condition of their			The percent of parent's reporting that their student's device is in fair or poor condition will be reduced by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
technology to be in fair or poor condition.	to be in fair or poor condition.	Chromebook to be poor.			
When surveyed, a higher percentage of teachers will report having adequate tools and equipment to do their jobs.	86% of teachers agree or somewhat agree that they have adequate tools and equipment to do their jobs.	67% of teachers rated the condition of the equipment in their classroom as "Good". 50% of staff members agree or strongly agree that they have adequate tools and equipment to do their jobs.			The percentage of teachers reporting that they have adequate tools and equipment to do their jobs will increase by 2% a year.
All students will have access to standards aligned instructional materials in accordance with Williams Act regulations.	0% of students lacking instructional materials	0% of students lacking instructional materials.			0% students lacking instructional materials
All Chromebooks/Tablets in use in classrooms and checked out to students will be less than five years old.	Approximately 30 N21 Chromebooks purchased in 2015 and 2016 are still in circulation during the 20-21 school year.	No Chromebooks currently in circulation are over five years old.			No devices older than five years will be in use.
Facilities will maintain a "Good" ranking on the Williams Facilities Inspection Tool	Overall summary ranking for the 20-21 school year was Good as reported in the SARC.	Overall summary ranking for the 21-22 school year was Good as reported in the SARC.			Facilities will continue to be ranked "Good"

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling/ Social Services	<p>Students and teachers continue to need emotional support in greater numbers than before the COVID 19 pandemic. This action will allow for a mental health professional to serve our campus to the maximum extent that funds will allow. Together with our current one and a half day per week school psychologist, this action will allow greater access to these services for both students and staff.</p> <p>(Year 1: Behavioral Health Grant, Years 2 & 3: LCFF Supplemental and Concentration)</p>	\$0.00	No
3.2	Chromebooks and Tablets for Students	<p>This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow students to access the digital content that is part of all adopted curriculum programs. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge.</p> <p>(Lottery)</p>	\$3,300.00	Yes
3.3	Desktop Computers for Classrooms	<p>The average age of desktops in classrooms is estimated to be 10 years old, demonstrating the dire need for this action. This action will purchase new desktop computers for teachers. No cycle has previously been established to replace teach devices at regular intervals.</p> <p>(ESSER III)</p>	\$0.00	

Action #	Title	Description	Total Funds	Contributing
3.4	Support Staff Professional Development in De-Escalation Strategies	Training for support staff in de-escalation strategies to assist in more positive interactions with students. (Classified Staff Development Grant)	\$220.00	No
3.5	School Safety Personnel, Materials and Training	Salary for the School Safety Supervisor as well as materials, supplies and training fees for meeting the LEA's obligations to protect students and staff and to educate both groups in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment. (LCFF Supplemental and Concentration)	\$3,190.00	No
3.6	Campus Technology Support	Technology support person on campus two days a week to support school tech needs including issues with the network, servers, hardware set-up and repair. (LCFF Base)	\$5,720.00	No
3.7	After School Learning Hub	A Learning Hub will be offered by Certificated Teachers after school hours for additional support and intervention for students who are below grade level in reading or math and also for student enrichment. Technology, high-speed internet and other academic supports will be provided. (Year 1: ELO, Years 2 & 3: Supplemental and Concentration)	\$344.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	School Nurse LVN	Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. (LCFF Supplemental and Concentration)	\$5,733.00	Yes
3.9	Digital Monitoring Software	Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity. (LCFF Base)	\$638.00	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.

Action 1, Counseling/Social Services, was not implemented as we were unable to obtain an additional contracted day from TCOE Behavioral Health Services.

Action 4 Training in de-escalation strategies was not implemented. The LEA was unable to find a local program or training for teaching de-escalation strategies. This Action remains a priority and will be carried over to next year with the hope that appropriate training can be found.

Action 7 the After School Learning Hub was not implemented as outlined. Our district was unable to recruit enough teachers to consistently provide after school services to our entire student population. Two teachers provided tutoring to our middle school students two days a week for the majority of the school year.

Additional digital monitoring software was purchased as part of Action 9 in an attempt to track student activity online and identify students who were attempting to access harmful content.

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.

Because Action 1, Counseling/ Social Services was not implemented, no expenditures were made as part of this action.

Action 4 was also not implemented, therefore zero funds were expended on this action.

Since Action 7 was not implemented as outlined only a small percentage of allotted funds were used.

More money was spent on Action 9 than originally anticipated as an additional filter with a "Wellness Module" was purchased.

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

Though we were unable to obtain an additional day of paid services from TCOE Behavioral Health as originally desired (Action 1), we did retain the services of an intern in her final semester of field work. This intern carried her own caseload of students, effectively providing us with an additional day of mental health services at no charge. This arrangement helped fulfill our growing need for mental health services to support our students' social and emotional well-being.

Actions 2 and 3 helped update our technology, providing teachers and students with reliable tools as COVID quarantines continued to necessitate some distance learning throughout the year. An additional warranty purchased for student devices will help ensure that our technology remains in working order for years to come, protecting our initial investment. Actions 6 and 9 also contributed to our ability to keep students digitally connected, engaged and safe. Action 9, Digital

As part of Action 5 two staff members attended Assessing Student Threats a two day training of trainers offered through TCOE. After attending the level 2 portion of the course this fall, these individuals will be equipped to train other adults on our campus in threat assessment strategies. This knowledge will assist all staff in helping to maintain a safe and secure learning and teaching environment. The mid-year addition of the Campus Safety Supervisor which will be part of Action 5 going forward has contributed to the 9% rise in students reporting feeling "safe" or "very safe" at school.

Monitoring Software in particular proved useful in identifying students in need of support. The Hapara Filter with "Wellness Module" alerted authorized personnel of attempts to access potentially harmful content as well as the use of words and phrases in emails that might signal student distress. This information was then passed on to the Behavioral Health worker, intern, or administration to properly address the issue.

Action 8, School Nurse/LVN has proven crucial to addressing the safety and health needs of our students. Prior to Fall 2020 the LEA only employed a part-time nurse, requiring office staff or yard duties to deal with illness or injury that occurred during hours when the nurse was not on campus. Having a full time nurse available during school hours is safer for our students and the adults on campus ensuring that prescribed medications are administered safely, injuries are dealt with properly, and illness is addressed swiftly.

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.

Though we do not have funds to contribute to Action 1 Counseling/Social Services this year, the LEA hopes to obtain another field work intern to help maintain the level of services student experienced this year.

Additional funds were added to Action 2 to account for the rising cost of devices, and the rapidity with which the majority of the LEA's fleet of Chromebooks are failing. The continued purchase of warranty protection will ensure that devices remain active as long as originally intended.

Action 3, Teacher Desktop Computers will have a zero expenditure as it was planned as a one time action last year.

Action 5 has been renamed School Safety Personnel Materials and Training and will include the majority of the funding necessary for continued employment of the Campus Safety Supervisor who was hired mid-year. This position provides student supervision, positive behavior supports, de-escalation and incident investigation and has proved invaluable in a year when student behavior was more disruptive than anticipated.

Additional funds will be added to Action 6, Campus Technology Support to provide for an additional day of technology services from TCOE.

Action 7, After School Learning Hub, will remain but the allotted funds will be reduced significantly to account for an anticipated level of teacher involvement consistent with the 21-22 school year.

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$38,357	\$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
	0.00%	\$0.00	

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

Required Descriptions

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

For all Actions in the LCAP identified as Contributing to increasing/improving services for Unduplicated Pupils and being implemented in our District, Sequoia Union engaged Educational Partners in needs-identifying processes that yielded much information as to the identification of Unduplicated Pupil needs, as well as the needs of all other students. The Educational Partners engaged in this process are identified in the Engagement section of the LCAP, and their input and the feedback are included within that section. In addition the district also analyzed state provided and local data information such as, survey results, internal benchmarks and other sources to further identify Unduplicated Pupil needs.

Upon identification of needs through the varied methods of data collecting, the process also encompassed an analysis of Unduplicated Pupil conditions and circumstances to identify possible causes and the availability of resources to address the needs and causes identified. Actions were developed that first targeted and were principally directed in providing for the needs of Unduplicated Pupils in closing the achievement gap and addressing circumstances that affect student success. Resources were appropriately directed and metrics used to measure progress and results were developed that tie directly to intended targeted outcomes for these Unduplicated Pupil groups.

While principally targeted to address and support the needs of Unduplicated Pupils, the needs-identifying processes also revealed that many students who are not identified as Unduplicated presented the same needs as the Unduplicated Pupil group. To more effectively and efficiently deliver Action services principally directed at Unduplicated Pupils in our small LEA, these Actions will be implemented Districtwide to all students in need of these services, not just Unduplicated. The Goals and related Actions identified in the response below are Contributing to increasing/improving services for Unduplicated Pupils and being implemented Districtwide.

List of Actions Contributing to Increasing or Improving Services for Unduplicated Pupils and being implemented districtwide:

Goal 1, Action 1: Student Success Center. Intervention services help Unduplicated Pupils successfully build skills and strategies for learning that help them to close educational gaps and feel successful as students. Small group intensive targeted instruction with a credentialed teacher is a proven intervention strategy to help improve academic achievement.

Goal 1, Action 4: Learning Director/Coach Stipends. Studies indicate that new teachers have difficulty with differentiation in lesson design and instructional pedagogy. This has a detrimental effect on Unduplicated Students that need the differentiation of instruction in order to access the curriculum. This Action will provide funds for two Learning Directors each with a complementary speciality. These individuals will Coach and Mentor teachers to assist them in designing differentiated lessons and improving Instructional strategies to assist Unduplicated Students in accessing the curriculum. Measurement: CAST, CAASPP assessments and iReady assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 7: Provide a Curriculum & Assessment Coordinator. This Action will provide a Curriculum & Assessment Coordinator to assist all teachers in using curriculum that meets the educational needs of Unduplicated Students, connecting access to the core curriculum content and using reports provided by assessments that help identify gaps in learning of Unduplicated Students so teachers can target those areas for intervention. Measurement: CAST, CAASPP assessments and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 12: Off Site Professional Development and training to better educate staff on how to meet the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments and iReady assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 13: Response to Intervention Core Curriculum Training in the Cullinan Orton Gillingham ELA and Math curriculum. that will be used for pull out small group intervention to better meet the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 2, Action 2: Library Media Center: This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection with a focus on library materials that reflect the interest and lives of Unduplicated Students. Data from the National Assessment of Educational Progress (NAEP) shows that while the majority of fourth-grade students scored below proficiency in reading, students of color and students from low-income families had much lower rates of reading proficiency than their peers. Research suggests that these kinds of gaps can lead to lower academic achievement and a greater chance of eventually dropping out of school. Data from the NAEP also show that students who report having more books in their homes performed better academically. Specifically, while less than 15 percent of students with between 0 and 10 books scored proficient in 2015, 50 percent of students with more than 100 books did. The data and research are clear – children who have access to print reading materials have better literacy outcomes. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

Goal 2, Action 4: Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum Allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences with a focus on the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 2, Action 9: Training in Differentiated Instruction and Universal Design for Learning. Professional Development Training and support for teachers to design lessons that are accessible to Unduplicated students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 2: Chromebooks and Tablets. This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow Unduplicated students to access the digital content that is part of all adopted curriculum programs. Our Parent survey shows that 90% of unduplicated students at Sequoia Union School District do not have access to a chromebook or laptop at home. The 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge which will benefit Unduplicated students and all students on campus. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 8: School Nurse: Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. This will help all students, but especially Unduplicated Students who may not have access to medical services in other environments away from school. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

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

Sequoia Union Elementary School is projected to receive \$38,357 in Supplemental and Concentration Grant Funds. Sequoia Union Elementary School's Minimum Proportionality Percentage for Low-Income students, English Learner students, Foster Youth and Homeless students is 7.37%. Sequoia Union Elementary School is addressing minimal proportionality requirements by providing direct services, specifically to unduplicated students, including additional services added. The needs of Sequoia Union Elementary School's English Learner students, Low-Income students, Foster Youth and Homeless students, are considered first with all of the actions listed below provided to the entire school. Through Sequoia Union Elementary School's metric results, listening to stakeholder groups, looking at the data from school surveys, the following needs have been addressed for our English Learner students, Low-Income students, Foster Youth and Homeless students:

Goal 1 - Actions:

Sequoia Union's Low-Income students, English Learner students, Foster Youth and Homeless students all performed in the Orange Category on the most recent (2018-19) CAASPP Assessment in the area of English Language Arts (ELA) and Math. The following Actions will help boost English Learner students, Low-Income students, Foster Youth and Homeless students in the areas of ELA and Math:

*Student Success Center (SSC) will allow for staff and materials to institute an intervention program using the Response to Intervention model to assist English Learner students, Low-Income students, and Foster Youth and Homeless students in recouping pandemic related learning loss in both ELA and Mathematics.

*Learning Director-Coach will assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement for English Learner students, Low-Income students, and Foster Youth and Homeless students on our campus. The Learning Director/Coach will also provide support to teachers in interpreting assessment data and using that data to guide their instruction. and interventions for English Learner students, Low-Income students, and Foster Youth and Homeless students.

*English Language Development Training for all teachers will help our English Learner student population, as our English Learner student population continues to grow, our partnership with the TCOE Title III ELD Consortium will allow our teachers to receive additional training and guidance as they work to support English Learners in the classroom.

*English Language Coordinator will conduct intensive small group work with English Learners as well as maintain relationships with Spanish speaking families. The EL Coordinator manages yearly initial and summative ELPAC testing as well as the process of re-designating students.

*Curriculum and Assessment Coordinator will help facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms that will help increase achievement for English Learner students, Low-Income students, Foster Youth and Homeless students. The Curriculum and Assessment Coordinator will schedule trainings and professional development related to current curriculum and this will help increase student achievement for English Learner students, Low-Income students, Foster Youth and Homeless students.

*Response to Intervention Supplemental Curricular Materials and Programs. This Action will provide Computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps of English Learner students, Low-Income students, Foster Youth and Homeless students in areas identified by those benchmarks. This supplemental intervention for English Learner students, Low-Income students, Foster Youth and Homeless students will complement and augment the core intervention system program offered in the Student Success Center.

*Response To Intervention Supplemental Curriculum Training. This training in the products purchased for supplemental RTI so teachers and support staff can use the programs and the data they provide to inform their instruction of English Learner students, Low-Income students, Foster Youth and Homeless students.

*Classified Personnel. This will use Classified salaries for paraprofessionals to support English Learner students, Low-Income students, Foster Youth and Homeless students in all academic areas for increased student achievement for these students.

*Response to Intervention Core Curriculum Training. This will provide training for the Student Success Center Teacher and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention of English Learner students, Low-Income students, Foster Youth and Homeless students who are one year or more behind in ELA and Math.

Goal 2 - Actions:

Sequoia Union Elementary School will partner with parents and students to create a school climate that enriches and engages English Learner students, Low-Income students, Foster Youth and Homeless students allowing them to reach their full potential as independent life-long learners.

*Training in Differentiated Instruction and Universal Design for Learning. This training and support for teachers to design lessons that are accessible to English Learner students, Low-Income students, Foster Youth and Homeless students and thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level.

* Library Media Center: This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection with a focus on library materials that reflect the interest and lives of Unduplicated Students. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

* Supplies for Hands-On Instruction to Supplement NGSS Adopted Curriculum. Allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences with a focus on the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3 - Actions:

Sequoia Union Elementary School will maintain a physically safe and supportive environment where English Learner students, Low-Income students, Foster Youth and Homeless students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning.

*Counseling/Social Services. This will provide help to English Learner students, Low-Income students, Foster Youth and Homeless students who need greater emotional support than ever before due to the COVID-19 pandemic. This action will allow for a mental health professional to serve our campus one additional day per week. Together with our current one day per week social worker and one and a half day per

week school psychologist will allow greater access to these services to English Learner students, Low-Income students, Foster Youth and Homeless students.

*After School Learning Hub. This After School Learning Hub will be offered by Certificated Teachers after school hours for additional support and intervention for English Learner students, Low-Income students, Foster Youth and Homeless students who are below grade level in reading or math. Technology, high-speed internet and other academic supports will be provided. Transportation will be offered for students participating in the After School Learning Hub who need transportation.

Goal 3, Action 2: Chromebooks and Tablets. This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow Unduplicated students to access the digital content that is part of all adopted curriculum programs. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge which will benefit Unduplicated students and all students on campus. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 8: School Nurse: Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. This will help all students, but especially Unduplicated Students who may not have access to medical services in other environments away from school. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

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.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$83,363.00	\$8,150.00	\$1,472.00	\$37,570.00	\$130,555.00	\$100,020.00	\$30,535.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Success Center	English Learners Foster Youth Low Income	\$4,218.00			\$11,534.00	\$15,752.00
1	1.2	Training in Core Curriculum Programs	All				\$1,120.00	\$1,120.00
1	1.3	Curriculum Adoptions						\$0.00
1	1.4	Learning Director/Coach 1 & 2	English Learners Foster Youth Low Income		\$3,288.00			\$3,288.00
1	1.5	English Language Development Training for all Teachers	English Learners English Learners					\$0.00
1	1.6	ELD Coordinator	English Learners English Learners	\$9,993.00				\$9,993.00
1	1.7	Curriculum & Assessment Coordinator	English Learners Foster Youth Low Income	\$2,625.00				\$2,625.00
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	English Learners, Foster Youth, Low Income English Learners Foster Youth Low Income	\$1,210.00			\$2,200.00	\$3,410.00
1	1.9	Response To Intervention	English Learner, Foster Youth, Low Income English		\$242.00			\$242.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Supplemental Curriculum Training	Learners Foster Youth Low Income					
1	1.10	Classified Personnel	English Learner, Foster Youth, Low Income English Learners Foster Youth Low Income	\$32,759.00			\$12,026.00	\$44,785.00
1	1.11	Retention of Highly Qualified Teachers	English Learners Foster Youth Low Income					\$0.00
1	1.12	Off-Site Training and Conferences	All	\$1,100.00				\$1,100.00
1	1.13	Response to Intervention Core Curriculum Training	English Learners Foster Youth Low Income		\$1,100.00			\$1,100.00
1	1.14	Edgenuity Online Learning Platform	All				\$4,666.00	\$4,666.00
2	2.1	STEM Through Agriculture	All				\$4,580.00	\$4,580.00
2	2.2	Library Media Center	English Learners Foster Youth Low Income	\$3,931.00				\$3,931.00
2	2.3	Outside Enrichment Opportunities	All			\$394.00		\$394.00
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	English Learners Foster Youth Low Income	\$220.00				\$220.00
2	2.5	PowerSchool Student Information System	All	\$935.00				\$935.00
2	2.6	Intrado School Messenger	All	\$88.00				\$88.00
2	2.7	Office Administrative	All	\$11,806.00				\$11,806.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Assistant & Attendance Clerk						
2	2.8	Edlio Website Hosting	All	\$275.00				\$275.00
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	English Learners Foster Youth Low Income					\$0.00
2	2.10	Materials Equipment and Supplies for Electives	All				\$1,100.00	\$1,100.00
3	3.1	Counseling/ Social Services	All					\$0.00
3	3.2	Chromebooks and Tablets for Students	English Learners Foster Youth Low Income		\$3,300.00			\$3,300.00
3	3.3	Desktop Computers for Classrooms						\$0.00
3	3.4	Support Staff Professional Development in De-Escalation Strategies	All		\$220.00			\$220.00
3	3.5	School Safety Personnel, Materials and Training	All	\$2,750.00		\$440.00		\$3,190.00
3	3.6	Campus Technology Support	All	\$5,720.00				\$5,720.00
3	3.7	After School Learning Hub	English Learners Foster Youth Low Income				\$344.00	\$344.00
3	3.8	School Nurse LVN	English Learners Foster Youth Low Income	\$5,733.00				\$5,733.00
3	3.9	Digital Monitoring Software	All			\$638.00		\$638.00

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	
	\$38,357		0.00%		\$60,689.00	0.00%	0.00 %	Total:	\$60,689.00	
									LEA-wide Total:	\$60,689.00
									Limited Total:	\$0.00
									Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Success Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,218.00	
1	1.4	Learning Director/Coach 1 & 2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	English Language Development Training for all Teachers	Yes	LEA-wide	English Learners	All Schools		
1	1.6	ELD Coordinator	Yes	LEA-wide	English Learners	All Schools	\$9,993.00	
1	1.7	Curriculum & Assessment Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,625.00	
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,210.00	

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	1.9	Response To Intervention Supplemental Curriculum Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.10	Classified Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,759.00	
1	1.11	Retention of Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.13	Response to Intervention Core Curriculum Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Library Media Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,931.00	
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$220.00	
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Chromebooks and Tablets for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.7	After School Learning Hub	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.8	School Nurse LVN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,733.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$89,921.43	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Success Center	No	\$10,043.00	
1	1.2	Training in Core Curriculum Programs	No	\$1,100.00	
1	1.3	Curriculum Adoptions	No	\$10,670.00	
1	1.4	Learning Director/Coach	Yes	\$1,100.00	
1	1.5	English Language Development Training for all Teachers	No	\$0.00	
1	1.6	EL Coordinator	No	\$5,707.24	
1	1.7	Curriculum & Assessment Coordinator	Yes	\$2,344.10	
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	No	\$2,475.00	
1	1.9	Response To Intervention Supplemental Curriculum Training	No	\$550.00	

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	1.10	Classified Personnel	No	\$8,572.08	
1	1.11	Retention of Highly Qualified Teachers	Yes	\$11,000.00	
1	1.12	Off-Site Training and Conferences	Yes	\$1,650.00	
1	1.13	Response to Intervention Core Curriculum Training	Yes	\$550.00	
2	2.1	STEM Through Agriculture	No	\$4,365.90	
2	2.2	Library Media Center	Yes	\$3,135.00	
2	2.3	Outside Enrichment Opportunities	No	\$1,650.00	
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Yes	\$1,650.00	
2	2.5	PowerSchool Student Information System	No	\$869.00	
2	2.6	Intrado School Messenger	No	\$275.00	
2	2.7	Attendance/Office Clerk	No	\$2,378.31	
2	2.8	Edlio Website Hosting	No	\$275.00	
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	\$1,100.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Equipment for Electives	No	\$550.00	
3	3.1	Counseling/ Social Services	No	\$2,750.00	
3	3.2	Chromebooks and Tablets for Students	Yes	\$2,016.80	
3	3.3	Desktop Computers for Classrooms	No	\$2,750.00	
3	3.4	Support Staff Professional Development in De-Escalation Strategies	No	\$330.00	
3	3.5	School Safety and Mandated Programs	No	\$550.00	
3	3.6	Campus Technology Support	No	\$2,640.00	
3	3.7	After School Learning Hub	No	\$1,265.00	
3	3.8	School Nurse LVN	Yes	\$5,390.00	
3	3.9	Digital Monitoring Software	No	\$220.00	

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)
	\$29,935.90	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Learning Director/Coach	Yes	\$1,100.00			
1	1.7	Curriculum & Assessment Coordinator	Yes	\$2,344.10			
1	1.11	Retention of Highly Qualified Teachers	Yes	\$11,000.00			
1	1.12	Off-Site Training and Conferences	Yes	\$1,650.00			
1	1.13	Response to Intervention Core Curriculum Training	Yes	\$550.00			
2	2.2	Library Media Center	Yes	\$3,135.00			
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Yes	\$1,650.00			
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	\$1,100.00			
3	3.2	Chromebooks and Tablets for Students	Yes	\$2,016.80			
3	3.8	School Nurse LVN	Yes	\$5,390.00			

2021-22 LCFF Carryover Table

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

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

5. PUBLIC HEARING: 5.3 2022-2023 Sequoia Union Charter School Proposed Budget

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106
FAX 559-564-2136



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

5. PUBLIC HEARING: 5.4 2022-2023 Sequoia Union District School Proposed Budget

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106
FAX 559-564-2136

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:

Sequoia Union
Place: Elementary School
District
Date: June 06, 2022

Sequoia Union
Place: Elementary
School District
Date: June 09, 2022
Time: 6:00 p.m.

Adoption
Date: June 23, 2022
Signed: _____

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

Contact person for additional information on the budget reports:

Name: Jane Bettencourt
Title: Interim Business
Manager

Telephone: 559-564-2106
Ext 223
E-mail: _____

Criteria and Standards Review Summary

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

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

		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?	n/a	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 23, 2022	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

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 23, 2022

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name:	Jane Bettencourt
Title:	Interim Business Manager
Telephone:	559-564-2106 Ext 223
E-mail:	jane.bettencourt@sequoiaunion.org

G = General Ledger Data; S =
Supplemental Data

Form	Description	Data Supplied For:	
		2021-22 Estimated Actuals	2022-23 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund	G	G
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund		
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund		
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CASH	Cashflow Worksheet		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	520,825.00	0.00	520,825.00	571,874.00	0.00	571,874.00	9.8%
2) Federal Revenue		8100-8299	0.00	101,459.00	101,459.00	0.00	34,926.00	34,926.00	-65.6%
3) Other State Revenue		8300-8599	2,242.00	239,056.00	241,298.00	2,242.00	158,903.00	161,145.00	-33.2%
4) Other Local Revenue		8600-8799	57,000.00	0.00	57,000.00	52,000.00	0.00	52,000.00	-8.8%
5) TOTAL, REVENUES			580,067.00	340,515.00	920,582.00	626,116.00	193,829.00	819,945.00	-10.9%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	169,960.00	33,317.87	203,277.87	237,906.00	10,671.00	248,577.00	22.3%
2) Classified Salaries		2000-2999	79,558.00	55,510.00	135,068.00	70,267.00	32,719.00	102,986.00	-23.8%
3) Employee Benefits		3000-3999	96,357.69	171,615.13	267,972.82	135,589.00	183,653.00	319,242.00	19.1%
4) Books and Supplies		4000-4999	27,505.73	38,494.32	66,000.05	19,932.00	25,692.00	45,624.00	-30.9%
5) Services and Other Operating Expenditures		5000-5999	111,005.00	45,018.00	156,023.00	92,268.00	15,806.00	108,074.00	-30.7%
6) Capital Outlay		6000-6999	0.00	9,971.00	9,971.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,000.00	0.00	2,000.00	5,424.00	0.00	5,424.00	171.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			486,386.42	353,926.32	840,312.74	561,386.00	268,541.00	829,927.00	-1.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			93,680.58	(13,411.32)	80,269.26	64,730.00	(74,712.00)	(9,982.00)	-112.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	33,000.00	33,000.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	1,360,000.00	0.00	1,360,000.00	0.00	0.00	0.00	-100.0%
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	(64,748.00)	64,748.00	0.00	(55,104.00)	55,104.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,424,748.00)	97,748.00	(1,327,000.00)	(55,104.00)	55,104.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(1,331,067.42)	84,336.68	(1,246,730.74)	9,626.00	(19,608.00)	(9,982.00)	-99.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,297,921.76	205,498.30	2,503,420.06	901,704.52	185,231.24	1,086,935.76	-56.6%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	381,482.00	0.00	381,482.00	392,461.00	0.00	392,461.00	2.9%
Education Protection Account State Aid - Current Year		8012	81,973.00	0.00	81,973.00	107,078.00	0.00	107,078.00	30.6%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	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	601,935.00	0.00	601,935.00	601,935.00	0.00	601,935.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		9,462.00	9,462.00		1,100.00	1,100.00	-88.4%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	80,794.00	80,794.00	0.00	23,566.00	23,566.00	-70.8%
TOTAL, FEDERAL REVENUE			0.00	101,459.00	101,459.00	0.00	34,926.00	34,926.00	-65.6%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	27,769.00	27,769.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	1,072.00	0.00	1,072.00	1,072.00	0.00	1,072.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,170.00	211,287.00	212,457.00	1,170.00	158,903.00	160,073.00	-24.7%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Local Revenue		8699	40,000.00	0.00	40,000.00	35,000.00	0.00	35,000.00	-12.5%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			57,000.00	0.00	57,000.00	52,000.00	0.00	52,000.00	-8.8%
TOTAL, REVENUES			580,067.00	340,515.00	920,582.00	626,116.00	193,829.00	819,945.00	-10.9%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	123,200.00	33,317.87	156,517.87	193,730.00	8,031.00	201,761.00	28.9%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	46,320.00	0.00	46,320.00	44,176.00	2,640.00	46,816.00	1.1%
Other Certificated Salaries		1900	440.00	0.00	440.00	0.00	0.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			169,960.00	33,317.87	203,277.87	237,906.00	10,671.00	248,577.00	22.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	26,000.00	11,630.00	37,630.00	24,898.00	6,029.00	30,927.00	-17.8%
Classified Support Salaries		2200	17,781.00	1,400.00	19,181.00	16,409.00	0.00	16,409.00	-14.5%
Classified Supervisors' and Administrators' Salaries		2300	13,485.00	39,560.00	53,045.00	13,483.00	25,827.00	39,310.00	-25.9%
Clerical, Technical and Office Salaries		2400	11,300.00	110.00	11,410.00	9,584.00	0.00	9,584.00	-16.0%
Other Classified Salaries		2900	10,992.00	2,810.00	13,802.00	5,893.00	863.00	6,756.00	-51.1%
TOTAL, CLASSIFIED SALARIES			79,558.00	55,510.00	135,068.00	70,267.00	32,719.00	102,986.00	-23.8%
EMPLOYEE BENEFITS									

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Buildings and Improvements of Buildings		6200	0.00	9,971.00	9,971.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	9,971.00	9,971.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	2,000.00	0.00	2,000.00	2,000.00	0.00	2,000.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
All Other Transfers	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	618.00	0.00	618.00	New

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(64,748.00)	64,748.00	0.00	(55,104.00)	55,104.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(64,748.00)	64,748.00	0.00	(55,104.00)	55,104.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(1,424,748.00)	97,748.00	(1,327,000.00)	(55,104.00)	55,104.00	0.00	-100.0%

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) Audit Adjustments		9793	37,542.09	0.00	37,542.09	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,335,463.85	205,498.30	2,540,962.15	901,704.52	185,231.24	1,086,935.76	-57.2%
d) Other Restatements		9795	(102,691.91)	(104,603.74)	(207,295.65)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,232,771.94	100,894.56	2,333,666.50	901,704.52	185,231.24	1,086,935.76	-53.4%
2) Ending Balance, June 30 (E + F1e)			901,704.52	185,231.24	1,086,935.76	911,330.52	165,623.24	1,076,953.76	-0.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	185,231.24	185,231.24	0.00	165,623.24	165,623.24	-10.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	901,704.52	0.00	901,704.52	911,330.52	0.00	911,330.52	1.1%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	16,272.24	16,272.24	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,272.24	16,272.24	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,272.24	16,272.24	0.0%
2) Ending Balance, June 30 (E + F1e)			16,272.24	16,272.24	0.0%
Components of Ending Fund Balance					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%

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

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
2) Ending Balance, June 30 (E + F1e)			16,272.24	16,272.24	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	16,272.24	16,272.24	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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,921,780.00	3,116,099.00	6.7%
2) Federal Revenue		8100-8299	652,875.00	282,549.00	-56.7%
3) Other State Revenue		8300-8599	336,698.00	183,958.00	-45.4%
4) Other Local Revenue		8600-8799	100.00	100.00	0.0%
5) TOTAL, REVENUES			3,911,453.00	3,582,706.00	-8.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,328,647.00	1,418,811.00	6.8%
2) Classified Salaries		2000-2999	581,724.00	585,873.00	0.7%
3) Employee Benefits		3000-3999	826,699.19	970,456.00	17.4%
4) Books and Supplies		4000-4999	410,982.12	188,774.00	-54.1%
5) Services and Other Operating Expenditures		5000-5999	552,018.00	560,713.00	1.6%
6) Capital Outlay		6000-6999	80,673.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	27,704.00	New
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,780,743.31	3,752,331.00	-0.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			130,709.69	(169,625.00)	-229.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	327,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			327,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			457,709.69	(169,625.00)	-137.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	665,005.34	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	665,005.34	New
d) Other Restatements		9795	207,295.65	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			207,295.65	665,005.34	220.8%
2) Ending Balance, June 30 (E + F1e)			665,005.34	495,380.34	-25.5%
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	366,758.62	349,936.62	-4.6%
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	145,443.72	New
BOARD ASSIGNMENT FOR ECONOMIC UNCERTAINTIES	0000	9780		18,191.35	
BOARD RESERVE FOR ECONOMIC UNCERTAINTIES: LOTTERY	1100	9780		85,127.37	
BOARD RESERVE FOR ECONOMIC UNCERTAINTIES: EPA	1400	9780		42,125.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	298,246.72	0.00	-100.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
All Other Federal Revenue	All Other	8290	555,978.00	190,637.00	-65.7%
TOTAL, FEDERAL REVENUE			652,875.00	282,549.00	-56.7%
OTHER STATE REVENUE					
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	5,366.00	5,366.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	70,155.00	71,694.00	2.2%
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	261,177.00	106,898.00	-59.1%
TOTAL, OTHER STATE REVENUE			336,698.00	183,958.00	-45.4%
OTHER LOCAL REVENUE					
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	100.00	100.00	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	0.00	0.00	0.0%
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			100.00	100.00	0.0%
TOTAL, REVENUES			3,911,453.00	3,582,706.00	-8.4%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,199,928.00	1,294,374.00	7.9%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	122,800.00	124,437.00	1.3%
Other Certificated Salaries		1900	5,919.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			1,328,647.00	1,418,811.00	6.8%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Debt Service					
Debt Service - Interest		7438	0.00	4,994.00	New
Other Debt Service - Principal		7439	0.00	22,710.00	New
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	27,704.00	New
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
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			3,780,743.31	3,752,331.00	-0.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	327,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			327,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			327,000.00	0.00	-100.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
2600	Expanded Learning Opportunities Program	88,053.00	88,053.00
5810	Other Restricted Federal	33,054.00	33,054.00
6266	Educator Effectiveness, FY 2021-22	56,385.00	20,904.00
6300	Lottery: Instructional Materials	640.02	21,079.02
7388	SB 117 COVID-19 LEA Response Funds	5,142.80	5,142.80
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	11,132.92	9,352.92
9010	Other Restricted Local	172,350.88	172,350.88
Total, Restricted Balance		366,758.62	349,936.62

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	175,000.00	175,000.00	0.0%
3) Other State Revenue		8300-8599	20,000.00	20,000.00	0.0%
4) Other Local Revenue		8600-8799	1,250.00	1,250.00	0.0%
5) TOTAL, REVENUES			196,250.00	196,250.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	62,000.00	59,855.00	-27.0%
3) Employee Benefits		3000-3999	43,950.00	38,187.00	-13.1%
4) Books and Supplies		4000-4999	65,000.00	65,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	100.00	100.00	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			191,050.00	163,142.00	-14.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,200.00	33,108.00	536.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,200.00	33,108.00	536.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,811.86	8,011.86	184.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,811.86	8,011.86	184.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,811.86	8,011.86	184.9%
2) Ending Balance, June 30 (E + F1e)			8,011.86	41,119.86	413.2%
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	8,011.86	41,119.86	413.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			82,000.00	59,855.00	-27.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	18,900.00	15,185.00	-19.7%
OASDI/Medicare/Alternative		3301-3302	6,300.00	4,579.00	-27.3%
Health and Welfare Benefits		3401-3402	17,100.00	17,100.00	0.0%
Unemployment Insurance		3501-3502	450.00	300.00	-33.3%
Workers' Compensation		3601-3602	1,200.00	1,023.00	-14.8%
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			43,950.00	38,187.00	-13.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	5,000.00	5,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	60,000.00	60,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			65,000.00	65,000.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	100.00	100.00	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	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			100.00	100.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			191,050.00	163,142.00	-14.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
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%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	175,000.00	175,000.00	0.0%
3) Other State Revenue		8300-8599	20,000.00	20,000.00	0.0%
4) Other Local Revenue		8600-8799	1,250.00	1,250.00	0.0%
5) TOTAL, REVENUES			196,250.00	196,250.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		191,050.00	163,142.00	-14.6%
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			191,050.00	163,142.00	-14.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,200.00	33,108.00	536.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,200.00	33,108.00	536.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,811.86	8,011.86	184.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,811.86	8,011.86	184.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,811.86	8,011.86	184.9%
2) Ending Balance, June 30 (E + F1e)			8,011.86	41,119.86	413.2%
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	8,011.86	41,119.86	413.2%
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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,000.00	9,000.00	0.0%
5) TOTAL, REVENUES			9,000.00	9,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			9,000.00	9,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8800-8929	1,300,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	300,000.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7830-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,000,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,009,000.00	9,000.00	-99.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	1,009,000.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	1,009,000.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	1,009,000.00	New
2) Ending Balance, June 30 (E + F1e)			1,009,000.00	1,018,000.00	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	1,018,000.00	New
BOARD RESERVE FOR OTHER THAN CAPITAL OUTLAY	0000	9780		1,018,000.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,009,000.00	0.00	-100.0%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash In County Treasury		9111	0.00		
b) In Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,000.00	9,000.00	0.0%
5) TOTAL, REVENUES			9,000.00	9,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			9,000.00	9,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,300,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	300,000.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,000,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,009,000.00	9,000.00	-99.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	1,009,000.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	1,009,000.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	1,009,000.00	New
2) Ending Balance, June 30 (E + F1e)			1,009,000.00	1,018,000.00	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	1,018,000.00	New
BOARD RESERVE FOR OTHER THAN CAPITAL OUTLAY	0000	9780		1,018,000.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,009,000.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	32,000.00	32,000.00	0.0%
5) TOTAL, REVENUES			32,000.00	32,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			32,000.00	32,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			32,000.00	32,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	178,002.85	210,002.85	18.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			178,002.85	210,002.85	18.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			178,002.85	210,002.85	18.0%
2) Ending Balance, June 30 (E + F1e)			210,002.85	242,002.85	15.2%
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	210,002.85	242,002.85	15.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

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

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFE 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	32,000.00	32,000.00	0.0%
5) TOTAL, REVENUES			32,000.00	32,000.00	0.0%
B. EXPENDITURES (Object 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			32,000.00	32,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			32,000.00	32,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	178,002.85	210,002.85	18.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			178,002.85	210,002.85	18.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			178,002.85	210,002.85	18.0%
2) Ending Balance, June 30 (E + F1e)			210,002.85	242,002.85	15.2%
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	210,002.85	242,002.85	15.2%
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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,100.00	7,100.00	0.0%
5) TOTAL, REVENUES			7,100.00	7,100.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	235,000.00	235,000.00	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			235,000.00	235,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(227,900.00)	(227,900.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		6900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		6930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(227,900.00)	(227,900.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	672,642.74	444,742.74	-33.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			672,642.74	444,742.74	-33.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			672,642.74	444,742.74	-33.9%
2) Ending Balance, June 30 (E + F1e)			444,742.74	216,842.74	-51.2%
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	444,742.74	216,842.74	-51.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference	
Workers' Compensation		3601-3602	0.00	0.00	0.0%	
OPEB, Allocated		3701-3702	0.00	0.00	0.0%	
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%	
Other Employee Benefits		3901-3902	0.00	0.00	0.0%	
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%	
BOOKS AND SUPPLIES						
Books and Other Reference Materials		4200	0.00	0.00	0.0%	
Materials and Supplies		4300	0.00	0.00	0.0%	
Noncapitalized Equipment		4400	0.00	0.00	0.0%	
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%	
SERVICES AND OTHER OPERATING EXPENDITURES						
Subagreements for Services		5100	0.00	0.00	0.0%	
Travel and Conferences		5200	0.00	0.00	0.0%	
Insurance		5400-5450	0.00	0.00	0.0%	
Operations and Housekeeping Services		5500	0.00	0.00	0.0%	
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%	
Transfers of Direct Costs		5710	0.00	0.00	0.0%	
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%	
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%	
Communications		5900	0.00	0.00	0.0%	
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%	
CAPITAL OUTLAY						
Land		6100	0.00	0.00	0.0%	
Land Improvements		6170	0.00	0.00	0.0%	
Buildings and Improvements of Buildings		6200	235,000.00	235,000.00	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			235,000.00	235,000.00	0.0%	
OTHER OUTGO (excluding Transfers of Indirect Costs)						
Other Transfers Out						
Transfers of Pass-Through Revenues						
To Districts or Charter Schools			7211	0.00	0.00	0.0%
To County Offices			7212	0.00	0.00	0.0%
To JPAs			7213	0.00	0.00	0.0%
All Other Transfers Out to All Others			7299	0.00	0.00	0.0%
Debt Service						
Debt Service - Interest			7438	0.00	0.00	0.0%
Other Debt Service - Principal			7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)				0.00	0.00	0.0%
TOTAL, EXPENDITURES			235,000.00	235,000.00	0.0%	
INTERFUND TRANSFERS						
INTERFUND TRANSFERS IN						
To: State School Building Fund/County School Facilities Fund From: All Other Funds			8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In			8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN				0.00	0.00	0.0%
INTERFUND TRANSFERS OUT						
From: All Other Funds To: State School Building Fund/County School Facilities Fund			7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out			7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT				0.00	0.00	0.0%
OTHER SOURCES/USES						
SOURCES						
Proceeds						
Proceeds from Disposal of Capital Assets			8953	0.00	0.00	0.0%
Other Sources						

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,100.00	7,100.00	0.0%
5) TOTAL, REVENUES			7,100.00	7,100.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		235,000.00	235,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			235,000.00	235,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(227,900.00)	(227,900.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(227,900.00)	(227,900.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	672,642.74	444,742.74	-33.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			672,642.74	444,742.74	-33.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			672,642.74	444,742.74	-33.9%
2) Ending Balance, June 30 (E + F1e)			444,742.74	216,842.74	-51.2%
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	444,742.74	216,842.74	-51.2%
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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4.38	4.38	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4.38	4.38	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4.38	4.38	0.0%
2) Ending Balance, June 30 (E + F1e)			4.38	4.38	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	3.91	3.91	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	.47	New
RESERVE FOR CAPITAL PROJECTS	0000	9780		.47	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	.47	0.00	-100.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: Special Reserve Fund From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8800-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4.38	4.38	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4.38	4.38	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4.38	4.38	0.0%
2) Ending Balance, June 30 (E + F1e)			4.38	4.38	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	3.91	3.91	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	.47	New
RESERVE FOR CAPITAL PROJECTS	0000	9780		.47	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	.47	0.00	-100.0%

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	32.00	32.00	32.68	42.75	42.75	42.75
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	32.00	32.00	32.68	42.75	42.75	42.75
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00

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

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	312.10	312.10	312.10	314.45	314.45	314.45

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	1,910.00		1,910.00			1,910.00
Work in Progress	3,442,683.58		3,442,683.58			3,442,683.58
Total capital assets not being depreciated	3,444,593.58	0.00	3,444,593.58	0.00	0.00	3,444,593.58
Capital assets being depreciated:						
Land Improvements	619,039.69		619,039.69			619,039.69
Buildings	5,572,157.06		5,572,157.06			5,572,157.06
Equipment	668,961.00		668,961.00			668,961.00
Total capital assets being depreciated	6,860,157.75	0.00	6,860,157.75	0.00	0.00	6,860,157.75
Accumulated Depreciation for:						
Land Improvements	(240,882.87)		(240,882.87)			(240,882.87)
Buildings	(1,986,528.00)		(1,986,528.00)			(1,986,528.00)
Equipment	(554,089.36)		(554,089.36)			(554,089.36)
Total accumulated depreciation	(2,781,500.23)	0.00	(2,781,500.23)	0.00	0.00	(2,781,500.23)
Total capital assets being depreciated, net excluding lease assets	4,078,657.52	0.00	4,078,657.52	0.00	0.00	4,078,657.52
Lease Assets						
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	7,523,251.10	0.00	7,523,251.10	0.00	0.00	7,523,251.10
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	203,277.87	301	0.00	303	203,277.87	305	0.00		307	203,277.87	309
2000 - Classified Salaries	135,068.00	311	2,000.00	313	133,068.00	315	7,800.00		317	125,268.00	319
3000 - Employee Benefits	267,972.82	321	197.58	323	267,775.24	325	4,440.00		327	263,335.24	329
4000 - Books, Supplies Equip Replace. (6500)	66,000.05	331	0.00	333	66,000.05	335	20,469.00		337	45,531.05	339
5000 - Services . . & 7300 - Indirect Costs	156,023.00	341	0.00	343	156,023.00	345	6,846.00		347	149,177.00	349
TOTAL					826,144.16	365			TOTAL	786,589.16	369

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

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

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

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

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	248,577.00	301	0.00	303	248,577.00	305	66.00		307	248,511.00	309
2000 - Classified Salaries	102,986.00	311	0.00	313	102,986.00	315	8,204.00		317	94,782.00	319
3000 - Employee Benefits	319,242.00	321	0.00	323	319,242.00	325	4,516.00		327	314,726.00	329
4000 - Books, Supplies Equip Replace. (6500)	45,624.00	331	15,000.00	333	30,624.00	335	3,850.00		337	26,774.00	339
5000 - Services . . & 7300 - Indirect Costs	108,074.00	341	0.00	343	108,074.00	345	5,071.00		347	103,003.00	349
TOTAL					809,503.00	365			TOTAL	787,796.00	369

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

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

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

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.	
1. Teacher Salaries as Per EC 41011.	1100	201,024.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	30,113.00	380
3. STRS.	3101 & 3102	180,172.00	382
4. PERS.	3201 & 3202	10,860.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	5,353.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	41,247.00	385
7. Unemployment Insurance.	3501 & 3502	1,164.00	390
8. Workers' Compensation Insurance.	3601 & 3602	7,349.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		477,282.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00	

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable	24,345.00		24,345.00			24,345.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Governmental activities long-term liabilities	24,345.00	0.00	24,345.00	0.00	0.00	24,345.00	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	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	5,981,056.05
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	720,942.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	90,644.00
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	1,360,000.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,450,644.00
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)				3,809,470.05
Section II - Expenditures Per ADA				2021-22 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				344.10
B. Expenditures per ADA (Line I.E divided by Line II.A)				11,070.82

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) 167,346.45
- 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) 3,176,042.43

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) 5.27%

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

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

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

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)

6.97%

D. Preliminary Proposed Indirect Cost Rate

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

(Line A10 divided by Line B19)

7.79%

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)

301,135.69

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

1. Carry-forward adjustment from the second prior year

(21,238.53)

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 (5.66%) times Part III, Line B19); zero if negative

35,316.42

2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.66%) times Part III, Line B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive

0.00

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

35,316.42

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:

not applicable

Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder

is deferred to one or more future years:

not applicable

Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder

is deferred to one or more future years:

not applicable

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

1

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

Option 2 or Option 3 is selected)

35,316.42

Approved indirect cost rate: 5.66%
Highest rate used in any program: 0.00%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	198,953.91		61,631.55	260,585.46
2. State Lottery Revenue	8560	50,155.00		20,000.00	70,155.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		249,108.91	0.00	81,631.55	330,740.46
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	3,000.00		67,469.00	70,469.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			10,511.00	10,511.00
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)		3,000.00	0.00	77,980.00	80,980.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	246,108.91	0.00	3,651.55	249,760.46
D. COMMENTS:					

LOTTERY INSTR MATERIALS OBJ 5800 EXPENSE FOR TEACHER CREATED RESOURCES, NOT DUPLICATING

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	571,874.00	0.00%	571,874.00	-1.68%	562,242.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	2,242.00	22.39%	2,744.00	-8.67%	2,506.00
4. Other Local Revenues	8600-8799	52,000.00	0.00%	52,000.00	0.00%	52,000.00
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	(55,104.00)	3.00%	(56,758.00)	2.95%	(58,430.00)
6. Total (Sum lines A1 thru A5c)		571,012.00	-0.20%	569,860.00	-2.03%	558,318.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				237,906.00		246,715.00
b. Step & Column Adjustment				4,543.00		4,634.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				4,266.00		3,490.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	237,906.00	3.70%	246,715.00	3.29%	254,839.00
2. Classified Salaries						
a. Base Salaries				70,267.00		71,627.00
b. Step & Column Adjustment				1,360.00		1,388.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	70,267.00	1.94%	71,627.00	1.94%	73,015.00
3. Employee Benefits	3000-3999	135,589.00	-3.10%	131,382.00	1.42%	133,250.00
4. Books and Supplies	4000-4999	19,932.00	3.14%	20,558.00	1.97%	20,963.00
5. Services and Other Operating Expenditures	5000-5999	92,268.00	3.14%	95,165.00	1.97%	97,040.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	5,424.00	0.00%	5,424.00	0.00%	5,424.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	200,000.00	0.00%	200,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		561,386.00	37.32%	770,871.00	1.77%	784,531.00

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)
23-24: CERTIFICATED SALARIES \$4266 FROM RESTRICTED RESOURCES DUE TO EXPIRING GRANTS; 24-25: CERTIFICATED SALARIES \$3490 FROM RESTRICTED RESOURCES DUE TO EXPIRING GRANTS						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(19,608.00)		(5,581.00)		(502.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		185,231.24		165,623.24		160,042.24
2. Ending Fund Balance (Sum lines C and D1)		165,623.24		160,042.24		159,540.24
3. Components of Ending Fund Balance						
a.	Nonspendable 9710-9719	0.00		160,042.24		159,540.24
b.	Restricted 9740	165,623.24				
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)	165,623.24		160,042.24		159,540.24
E. AVAILABLE RESERVES						
1. General Fund						
a.	Stabilization Arrangements 9750	0.00				
b.	Reserve for Economic Uncertainties 9789	0.00				
c.	Unassigned/Unappropriated 9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a.	Stabilization Arrangements 9750					
b.	Reserve for Economic Uncertainties 9789					
c.	Unassigned/Unappropriated 9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

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

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	571,874.00	0.00%	571,874.00	-1.68%	562,242.00
2. Federal Revenues	8100-8299	34,926.00	-34.70%	22,806.00	-30.11%	15,940.00
3. Other State Revenues	8300-8599	161,145.00	0.31%	161,647.00	-0.15%	161,409.00
4. Other Local Revenues	8600-8799	52,000.00	0.00%	52,000.00	0.00%	52,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		819,945.00	-1.42%	808,327.00	-2.07%	791,591.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				248,577.00		253,173.00
b. Step & Column Adjustment				4,543.00		4,634.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				53.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	248,577.00	1.85%	253,173.00	1.83%	257,807.00
2. Classified Salaries						
a. Base Salaries				102,986.00		105,000.00
b. Step & Column Adjustment				2,014.00		2,055.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	102,986.00	1.96%	105,000.00	1.96%	107,055.00
3. Employee Benefits	3000-3999	319,242.00	-1.54%	314,311.00	0.35%	315,423.00
4. Books and Supplies	4000-4999	45,624.00	-31.32%	31,336.00	-20.72%	24,844.00
5. Services and Other Operating Expenditures	5000-5999	108,074.00	-2.22%	105,675.00	1.97%	107,753.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	5,424.00	0.00%	5,424.00	0.00%	5,424.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	200,000.00	0.00%	200,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		829,927.00	22.29%	1,014,919.00	0.33%	1,018,306.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
<p>a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes</p> <p>b. If you are the SELPA AU and are excluding special education pass-through funds: 1. Enter the name(s) of the SELPA(s):</p>						
<p>2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)</p>		0.00				
<p>2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)</p>		357.20		357.20		357.20
<p>3. Calculating the Reserves</p>						
<p>a. Expenditures and Other Financing Uses (Line B11)</p>		829,927.00		1,014,919.00		1,018,306.00
<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>		829,927.00		1,014,919.00		1,018,306.00
<p>d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)</p>		4.00%		4.00%		4.00%
<p>e. Reserve Standard - By Percent (Line F3c times F3d)</p>		33,197.08		40,596.76		40,732.24
<p>f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)</p>		75,000.00		75,000.00		75,000.00
<p>g. Reserve Standard (Greater of Line F3e or F3f)</p>		75,000.00		75,000.00		75,000.00
<p>h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)</p>		YES		YES		YES

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					33,000.00	1,360,000.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					327,000.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

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				
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
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	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				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	1,660,000.00	1,660,000.00	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
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								

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
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		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								

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								
TOTALS	0.00	0.00	0.00	0.00	0.00	0.00		

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

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the

previous three fiscal years by more than the following percentage levels:

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

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

357.20
District's ADA Standard Percentage Level: 2.0%

1A. Calculating the District's ADA Variances

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

Fiscal Year		Original Budget	Estimated/Unaudited	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	33	33		
	Charter School	316	316		
	Total ADA	349	349	N/A	Met
Second Prior Year (2020-21)	District Regular	33	33		
	Charter School	312	312		
	Total ADA	345	344	0.2%	Met
First Prior Year (2021-22)	District Regular	23	33		
	Charter School	316	312		
	Total ADA	339	345	N/A	Met
Budget Year (2022-23)	District Regular	43			
	Charter School	314			
	Total ADA	357			

1B. Comparison of District ADA to the Standard

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

Budget Year (2022-23)		
District Regular		45
Charter School		331
Total Enrollment		376

2B. Comparison of District Enrollment to the Standard

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

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

Explanation:
(required if NOT met)

21-22: ENROLLMENT GROWTH PRIMARILY IN CHARTER

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

Explanation:
(required if NOT met)

3. **CRITERION: ADA to Enrollment**

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

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

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

Fiscal Year		P-2 ADA	Enrollment	Historical Ratio of ADA to Enrollment
		Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	CBEDS Actual (Criterion 2, Item 2A)	
Third Prior Year (2019-20)	District Regular	33	348	
	Charter School	316	0	
	Total ADA/Enrollment	349	348	100.2%
Second Prior Year (2020-21)	District Regular	33	340	
	Charter School	312		
	Total ADA/Enrollment	344	340	101.3%
First Prior Year (2021-22)	District Regular	32	384	
	Charter School	312		
	Total ADA/Enrollment	344	384	89.6%
Historical Average Ratio:				97.1%

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

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

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

Projected LCFF Revenue

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	344.78	357.20	357.20	355.30
b. Prior Year ADA (Funded)		344.78	357.20	357.20
c. Difference (Step 1a minus Step 1b)		12.42	0.00	(1.90)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		3.60%	0.00%	(.53%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		571,874.00	571,874.00	562,242.00
b1. COLA percentage		6.56%	5.38%	4.02%
b2. COLA amount (proxy for purposes of this criterion)		37,514.93	30,766.82	22,602.13
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)		10.2%	5.4%	3.5%
LCFF Revenue Standard (Step 3, plus/minus 1%):		9.16% to 11.16%	4.38% to 6.38%	2.49% to 4.49%

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

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.

Estimated/Unaudited Actuals - Unrestricted

Fiscal Year	(Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits	Total Expenditures	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	
Third Prior Year (2019-20)	2,322,099.78	2,980,181.37	77.9%
Second Prior Year (2020-21)	2,603,260.25	3,309,073.32	78.7%
First Prior Year (2021-22)	345,875.69	486,386.42	71.1%
Historical Average Ratio:			75.9%

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	71.9% to 79.9%	71.9% to 79.9%	71.9% to 79.9%

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

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)			Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits	Total Expenditures			
	(Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	(Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)			
Budget Year (2022-23)	443,762.00	561,386.00	79.0%	Met	
1st Subsequent Year (2023-24)	449,724.00	570,871.00	78.8%	Met	
2nd Subsequent Year (2024-25)	461,104.00	584,531.00	78.9%	Met	

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

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

Explanation:
(required if Yes)

ALL YEARS: EXPIRATION OF ESSER GRANTS, AND ESTIMATED CARRYOVER WILL BE BUDGETED.

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

First Prior Year (2021-22)	241,298.00		
Budget Year (2022-23)	161,145.00	(33.22%)	Yes
1st Subsequent Year (2023-24)	161,647.00	.31%	Yes
2nd Subsequent Year (2024-25)	161,409.00	(.15%)	No

Explanation:
(required if Yes)

2022-23 AND 2023-24: EXPIRATION OF COVID RELATED STATE GRANTS.

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

First Prior Year (2021-22)	57,000.00		
Budget Year (2022-23)	52,000.00	(8.77%)	Yes
1st Subsequent Year (2023-24)	52,000.00	0.00%	Yes
2nd Subsequent Year (2024-25)	52,000.00	0.00%	No

Explanation:
(required if Yes)

2022-23 AND 2023-24: DISTRICT CONSERVATIVELY BUDGETED OTHER LOCAL REVENUES BY REDUCING FROM 21-22 BY \$5000

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

First Prior Year (2021-22)	66,000.05		
Budget Year (2022-23)	45,624.00	(30.87%)	Yes
1st Subsequent Year (2023-24)	31,336.00	(31.32%)	Yes
2nd Subsequent Year (2024-25)	24,844.00	(20.72%)	Yes

Explanation:
(required if Yes)

22-23 AND 23-24: ELIMINATE TEXTBOOK PURCHASE NOT IN LCAP, AND REDUCE EXPENSES FOR EXPIRING GRANTS

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

First Prior Year (2021-22)	156,023.00		
Budget Year (2022-23)	108,074.00	(30.73%)	Yes
1st Subsequent Year (2023-24)	105,675.00	(2.22%)	Yes
2nd Subsequent Year (2024-25)	107,753.00	1.97%	No

Explanation:
(required if Yes)

22-23 AND 23-24: REDUCE EXPENSES BY APPROXIMATELY \$48,000 FOR EXPIRING GRANTS

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

DATA ENTRY: All data are extracted or calculated.

Percent Change

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

22-23 AND 23-24: REDUCE EXPENSES BY APPROXIMATELY \$48,000 FOR EXPIRING GRANTS

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 Contribution¹
Minimum Contribution to the Ongoing and Major
(Line 2c times 3%) Maintenance Account Status

c. Net Budgeted Expenditures and Other Financing Uses

652,038.00	19,561.14	52,218.00		Met

¹ Fund 01, Resource 8150, Objects 8900-8999

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

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in 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)	519,073.64	3,006,655.72	N/A	Met
Second Prior Year (2020-21)	(57,270.58)	3,383,311.32	1.7%	Met
First Prior Year (2021-22)	(1,331,067.42)	1,846,386.42	72.1%	Not Met
Budget Year (2022-23) (Information only)	9,626.00	561,386.00		

8C. Comparison of District Deficit Spending to the Standard

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

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

Explanation:
(required if NOT met)

21-22: DISTRICT TRANSFERRED \$1.3M TO FD 17 RESERVE FOR NONCAP EXPEND

9. CRITERION: Fund Balance

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

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

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

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

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available.)	357	357	357
District's Reserve Standard Percentage Level:	4%	4%	4%

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

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

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

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

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

10B. Calculating the District's Reserve Standard

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

All other data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	829,927.00	1,014,919.00	1,018,306.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	829,927.00	1,014,919.00	1,018,306.00

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

No

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

S2. Use of One-time Revenues for Ongoing Expenditures

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

No

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

S3. Use of Ongoing Revenues for One-time Expenditures

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

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

No

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

S5. Contributions

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

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

(required if NOT met)

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

Explanation:

(required if NOT met)

22-23: TRANSFER TO CHARTER FD 09 OF \$60000 FOR BUDGET SHORTFALL AND TO FD 17 SPECIAL RESERVE FOR NONCAP EXP OF \$1.3M POSTED IN 21-22 NOT REPEATED IN BUDGET YEAR. 23-24: TRANSFER TO FD 09 CHARTER FOR BUDGET SHORTFALL.

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

Project Information:

(required if YES)

S6. Long-term Commitments

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

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

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

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

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

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

No

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

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

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

--	--	--	--

N/A

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

Explanation:
(required if Yes)

S7. Unfunded Liabilities

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

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

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

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

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

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 governmental fund

	Self-Insurance Fund	Governmental Fund

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)	0.00

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	2	2	2	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)?

--	--	--

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

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

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

Certificated (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified(non - management) FTE positions	2.4	1.85	1.85	1.85

Classified (Non-management) Salary and Benefit Negotiations

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

No

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

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

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

Negotiations Settled

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

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:		End Date:	
-------------	--	-----------	--

5. Salary settlement:

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

3. Percent change in step & column over prior year

Budget Year	1st Subsequent Year	2nd Subsequent Year
-------------	---------------------	---------------------

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

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

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

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

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

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

Classified (Non-management) - Other

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

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

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

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of management, supervisor, and confidential FTE positions	1	.33	.33	.33

Management/Supervisor/Confidential

Salary and Benefit Negotiations

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

N/A

If Yes, complete question 2.

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

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

Negotiations Settled

2. Salary settlement:

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

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

--	--	--

ADDITIONAL FISCAL INDICATORS

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

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

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

Comments:
(optional)



6. DISCUSSION & REPORTS: 6.1 Superintendent Report



Superintendent Report

On June 2nd we held our 8th grade graduation to a packed house in the gym at 6 pm. Students gave their speeches and received their awards. It was a great evening celebrating student achievement. I also got to join our 8th graders on the End of the Year trip. This year, we went to Southern California. We had a fun time at Bowlero, followed by an evening at Medieval Times, where our Knight won the Tournament. The students were so excited to have our Knight win. The next day was spent at the Santa Monica Pier, followed by an evening at the Angels-Blue Jays game. The last day we spend at Magic Mountain. When we left in the bus, the students were very tired, but they were happy. They had a great time!

On June 3rd we held the Tk-Kindergarten Promotion Ceremony in the gym. The little Cougars received their certificates and enjoyed some punch and cookies afterwards. The families had many photo opportunities.

We have brought on some new staff members for next year, and do to the fact that we have a larger Tk classroom, we will have two Tk-K combo classes, and one regular K class. This has caused three teachers to have to move classrooms. Ms. Wilson will now be in Room-9 next to Mr. Castillo; Mr. Nelson will move into Room-7 next to Ms. O'Brien; our new 4th grade teacher will be moving into Room-15; Ms. Higareda will be moving into Room-11 next to our other 6th grade class in Room-12; the Students Success Center and our Resource Center will now share a classroom in Room-16.

We have successfully moved back into the Main Office and we are still unpacking boxes. While we are still getting settled back in, it is so nice to be back where we can spread out and do our jobs. I want to thank our Office Staff for being so flexible, while working out of the tiny, temporary Office.

Our enrollment will begin the year higher than it was a year ago. I will keep the Board updated on our numbers as we move towards next school year.

On Wednesday, June 1st, we held our "All Staff Appreciation Luncheon" and we honored Hope Wagner and Linda Marks who are retiring. Our District provided a beautiful ceramic Apple Clock, sitting on a nice wood base with words of appreciation engraved on a gold plaque speaking to our appreciation of their years of service to Sequoia Union. They have earned retirement, we hope they relax and enjoy themselves. They will be missed!



6. DISCUSSION & REPORTS: 6.2 Superintendent Goals



Mr. Ken Horn
Superintendent/Principal

Superintendent Goals for 2022-2023

1. Target: Increase ADA (Finance)

Measurable Outcome: Increase the school's ADA to maximize the use of the space we have while staying within the class size limits.

Plan: I have sent out flyers to homes in Exeter and Woodlake with information about our Charter School and the dates of Open Enrollment. I also put an ad in the Exeter Newspaper for 3 consecutive Wednesday's in May. We have seen an increase in the number of enrollment applications for our Charter School across the Board. We should be able to sustain the increase in A.D.A. for 2022-2023.

2. Target: Commitment to academic excellence (Academic)

Measurable Outcome: Long term goal: closing achievement gaps for student groups on CAASP and CAST assessments and becoming a leader in the county. We hope that we can see steady progress toward all students meeting and exceeding standards.

Measurable Outcome: Develop systems that support implementation of a comprehensive agriculture program.

Plan: We put the Student Success Center in place for the 2021-2022 school year and we have noticed phenomenal growth through IReady scores for students who receive services in the Student Success Center. Our most recent IReady scores show that students who are above standard increased, and the percentage of students below standard decreased. So, our numbers are trending in the right direction. We will receive our CAASP and CAST score results in June. As far as implementing a comprehensive agriculture program, we are working diligently on getting a blueprint drawn up for the school farm; we have a new Classified Agriculture lead position and we will be offering an Agriculture elective for Middle School. Our lower grades are incorporating Ag into their Science lessons. Our grade level ag gardens have gotten reinvigorated this year. We are purchasing a greenhouse using R.E.A.P. grant funds. The new greenhouse should be in place in the fall.

Small School, Big Heart



Mr. Ken Horn
Superintendent/Principal

3. Target: Increase communication between the school, the board, teachers and parents.
(People/Service)

Parents/Community - Increase teacher communication with parents. Utilize Remind (or other text message system) for Schoolwide announcements. Regular updates to the website.

Plan: Most teachers now have a remind/class dojo system in place. We are going to setup a flyer to review at Back to School night that covers the “Opt in” for text messaging so we can better communicate with parents as teachers and as an Administration. I will be able to push out more text message through Edlio-Schoolmessenger that would be seen by more parents. We have implemented a weekly school newsletter that is sent out to parents each week. The school website will be updated on a weekly basis, and older District Documents on the website will be archived. I will update the School Board twice a month with a report, over and above the report for the Board Packet.

4. Target: Consistency in implementing the school discipline policy (Health and Safety)

Plan: The staff has worked hard to redo the school-wide discipline plan and behavior matrix. We will do school-wide visits to each key area on campus on the first day of school in 2022-2023 to reinforce the expectations at each area. In the Spring, we brought on a Campus Safety Supervisor and this has increased the consistency in discipline at every grade level.

Small School, Big Heart



6. DISCUSSION & REPORTS: 6.3 P.T.C. Report



June 2, 2022

As we come to the end of the 2021-2022 school year, here is a small recap over the last month

- Teacher Appreciation Week
We were honored to be able to provide a small amount of appreciation to our teachers and staff here at Sequoia Union. They all work so hard and we love them for that. The Parents Guild brought in lunch on Wednesday, May 4th and offered a small gift to show our appreciation

- Every year the Parents Guild members vote on our Teacher and Staff of the year
Teacher of the Year – Mrs O'Brien. The parents especially wanted to thank Mrs O'Brien for being so flexible this year as we shuffled classes, went out on quarantines, and yet still engaged her children. They love her class.

Staff of the Year – Darren West. Darren is one of those quiet hard workers. He never complains and is always willing to help whenever we ask for it. Parents Guild especially wanted to thank him for always helping us when we need it.

- We are looking forward to Water Day. We have water slides, Kona Ice and Pizza all coming to celebrate with the children. It is going to be a fun day.

- 8th Grade Graduation. This year we are happy to participate yet again in graduation. We provide a sports scholarship every year in the amount of \$250. This years recipient is Jordyn Ray.

Cougar of the Year – the 8th grade teachers vote on the student that represents our school the best. This year the recipient is Grace Rivera

- We Welcomed in our new 2022-2023 Parents Guild Board
President – Heather Blevins
Vice President – Carly Tadlock
Secretary – Rachel Duby
PTC Treasurer – Joey Howell
Sports Booster Treasurer – Claire Perry



SEQUOIA UNION | **ELEMENTARY SCHOOL**

7. Consent Action Items 7.1 Budget Report District

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

						UNENCUMBERED								
FD	RE	PY	GO	FN	OB	SI	L2	Working	Current	Year To Date	%	Encumbered	Balance	%
LCFF State Aid - Current Year														
	010-00000-0-00000-00000-80110-0-0000							381,482.00	342,848.21	342,848.21	89.90	0.00	38,633.79	10.13
	TOTAL: 80110							381,482.00	342,848.21	342,848.21	89.87	0.00	38,633.79	10.13
Education Protection Account														
	010-14000-0-00000-00000-80120-0-0000							81,973.00	61,173.00	61,173.00	74.60	0.00	20,800.00	25.37
	TOTAL: 80120							81,973.00	61,173.00	61,173.00	74.63	0.00	20,800.00	25.37
LCFF/Revenue Limit State Aid - Prior Years														
	010-00000-0-00000-00000-80190-0-0000							0.00	0.23	0.23	0.00	0.00	(0.23)	0.00
	TOTAL: 80190							0.00	0.23	0.23	0.00	0.00	(0.23)	0.00
Homeowners Exemption														
	010-00000-0-00000-00000-80210-0-0000							0.00	1,921.53	1,921.53	0.00	0.00	(1,921.53)	0.00
	TOTAL: 80210							0.00	1,921.53	1,921.53	0.00	0.00	(1,921.53)	0.00
Secured Rolls Tax														
	010-00000-0-00000-00000-80410-0-0000							601,935.00	526,176.95	526,176.95	87.40	0.00	75,758.05	12.59
	TOTAL: 80410							601,935.00	526,176.95	526,176.95	87.41	0.00	75,758.05	12.59
Unsecured Roll Taxes														
	010-00000-0-00000-00000-80420-0-0000							0.00	37,655.76	37,655.76	0.00	0.00	(37,655.76)	0.00
	TOTAL: 80420							0.00	37,655.76	37,655.76	0.00	0.00	(37,655.76)	0.00
Prior Years' Taxes														
	010-00000-0-00000-00000-80430-0-0000							0.00	8,642.52	8,642.52	0.00	0.00	(8,642.52)	0.00
	TOTAL: 80430							0.00	8,642.52	8,642.52	0.00	0.00	(8,642.52)	0.00
Supplemental Taxes														
	010-00000-0-00000-00000-80440-0-0000							0.00	118.31	118.31	0.00	0.00	(118.31)	0.00
	TOTAL: 80440							0.00	118.31	118.31	0.00	0.00	(118.31)	0.00
Transfers to Charter Schools in Lieu of Property Taxes														
	010-00000-0-00000-00000-80960-0-0000							(544,565.00)	(400,000.00)	(400,000.00)	73.50	0.00	(144,565.00)	26.55
	TOTAL: 80960							(544,565.00)	(400,000.00)	(400,000.00)	73.45	0.00	(144,565.00)	26.55
All Other Federal Revenue														
	010-30100-0-00000-00000-82900-0-0000							8,698.00	2,821.00	2,821.00	32.40	0.00	5,877.00	67.57
	010-31820-0-00000-00000-82900-0-0000							0.00	(1,320.70)	(1,320.70)	0.00	0.00	1,320.70	0.00
	010-32100-0-00000-00000-82900-0-0000							2,945.00	(539.12)	(539.12)	0.00	0.00	3,484.12	118.31
	010-32120-0-00000-00000-82900-0-0000							26,420.00	12,075.37	12,075.37	45.70	0.00	14,344.63	54.29

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
010-32130-0-00000-00000-82900-0-0000								34,927.00	14,582.00	14,582.00	41.70	0.00	20,345.00	58.25
010-32140-0-00000-00000-82900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32150-0-00000-00000-82900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32160-0-00000-00000-82900-0-0000								3,763.00	0.00	0.00	0.00	0.00	3,763.00	100.00
010-32170-0-00000-00000-82900-0-0000								864.00	0.00	0.00	0.00	0.00	864.00	100.00
010-32180-0-00000-00000-82900-0-0000								2,453.00	0.00	0.00	0.00	0.00	2,453.00	100.00
010-32190-0-00000-00000-82900-0-0000								4,228.00	0.00	0.00	0.00	0.00	4,228.00	100.00
010-32200-0-00000-00000-82900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-00000-00000-82900-0-0000								2,505.00	2,138.13	2,138.13	85.40	0.00	366.87	14.65
010-41260-0-00000-00000-82900-0-0000								8,362.00	8,362.00	8,362.00	100.00	0.00	0.00	0.00
010-41270-0-00000-00000-82900-0-0000								1,100.00	550.00	550.00	50.00	0.00	550.00	50.00
010-42010-0-00000-00000-82900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-42011-0-00000-00000-82900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-42030-0-00000-00000-82900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-58100-0-00000-00000-82900-0-0000								614.00	614.00	614.00	100.00	0.00	0.00	0.00
010-58126-0-00000-00000-82900-0-0000								4,580.00	0.00	0.00	0.00	0.00	4,580.00	100.00
010-58126-1-00000-00000-82900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 82900								101,459.00	39,282.68	39,282.68	38.72	0.00	62,176.32	61.28
Child Nutrition														
010-70280-0-00000-00000-85200-0-0000								25,000.00	25,000.00	25,000.00	100.00	0.00	0.00	0.00
010-70290-0-00000-00000-85200-0-0000								2,769.00	2,769.00	2,769.00	100.00	0.00	0.00	0.00
TOTAL: 85200								27,769.00	27,769.00	27,769.00	100.00	0.00	0.00	0.00
Mandated Cost Reimbursements														
010-00000-0-00000-00000-85500-0-0000								1,072.00	1,072.00	1,072.00	100.00	0.00	0.00	0.00
TOTAL: 85500								1,072.00	1,072.00	1,072.00	100.00	0.00	0.00	0.00
State Lottery Revenue														
010-11000-0-00000-00000-85600-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-63000-0-00000-00000-85600-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 85600								0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other State Revenue														
010-00000-0-00000-00000-85900-0-0000								1,170.00	0.00	0.00	0.00	0.00	1,170.00	100.00
010-06205-0-00000-00000-85900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-26000-0-00000-00000-85900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-62660-0-00000-00000-85900-0-0000								63,753.00	51,002.00	51,002.00	80.00	0.00	12,751.00	20.00
010-73110-0-00000-00000-85900-0-0000								11.00	0.00	0.00	0.00	0.00	11.00	100.00
010-73880-0-00000-00000-85900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED			
								Working	Current	Year To Date	%	Encumbered	Balance	%	
010-74200-0-00000-00000-85900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-74220-0-00000-00000-85900-0-0000								14,127.00	14,127.00	14,127.00	100.00	0.00	0.00	0.00	
010-74250-0-00000-00000-85900-0-0000								171.00	171.00	171.00	100.00	0.00	0.00	0.00	
010-74260-0-00000-00000-85900-0-0000								1,276.00	1,276.00	1,276.00	100.00	0.00	0.00	0.00	
010-75100-0-00000-00000-85900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-76900-0-00000-00000-85900-0-0000								131,949.00	0.00	0.00	0.00	0.00	131,949.00	100.00	
010-90353-0-00000-00000-85900-0-0000								0.00	(453.83)	(453.83)	0.00	0.00	453.83	0.00	
								TOTAL: 85900	212,457.00	66,122.17	66,122.17	31.12	0.00	146,334.83	68.88
Interest															
010-00000-0-00000-00000-86600-0-0000								17,000.00	10,970.28	10,970.28	64.50	0.00	6,029.72	35.47	
010-06205-0-00000-00000-86600-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-32200-0-00000-00000-86600-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								TOTAL: 86600	17,000.00	10,970.28	10,970.28	64.53	0.00	6,029.72	35.47
Interest - Non-Treasury Accounts															
010-00000-0-00000-00000-86601-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								TOTAL: 86601	0.00	0.00	0.00	0.00	0.00	0.00	
Interest - Refund of Federal/State Interest															
010-00000-0-00000-00000-86602-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								TOTAL: 86602	0.00	0.00	0.00	0.00	0.00	0.00	
Net Increase (Decrease) in the Fair Value of Investments															
010-00000-0-00000-00000-86620-0-0000								0.00	(17,623.38)	(17,623.38)	0.00	0.00	17,623.38	0.00	
010-06205-0-00000-00000-86620-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								TOTAL: 86620	0.00	(17,623.38)	(17,623.38)	0.00	0.00	17,623.38	0.00
All Other Local Revenue															
010-00000-0-00000-00000-86990-0-0000								40,000.00	38,788.33	38,788.33	97.00	0.00	1,211.67	3.03	
010-00097-0-00000-00000-86990-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-00099-0-00000-00000-86990-0-0000								0.00	3,897.77	3,897.77	0.00	0.00	(3,897.77)	0.00	
010-07200-0-00000-00000-86990-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								TOTAL: 86990	40,000.00	42,686.10	42,686.10	106.72	0.00	(2,686.10)	0.00
All Other Transfers from JPAs															
010-00000-0-00000-00000-87830-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								TOTAL: 87830	0.00	0.00	0.00	0.00	0.00	0.00	

Between General Fund and Special Reserve Fund

BUDGET REPORT

FY: 2022
FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

						UNENCUMBERED								
FD	RE	PY	GO	FN	OB	SI	L2	Working	Current	Year To Date	%	Encumbered	Balance	%
010-90570-0-00000-00000-89120-0-0000								33,000.00	33,000.00	33,000.00	100.00	0.00	0.00	0.00
TOTAL: 89120								33,000.00	33,000.00	33,000.00	100.00	0.00	0.00	0.00
Other Authorized Interfund Transfers In														
010-00000-0-00000-00000-89190-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-06205-0-00000-00000-89190-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 89190								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Contributions from Unrestricted Resources														
010-00000-0-00000-00000-89800-0-0000								(130,942.00)	(1,320.70)	(1,320.70)	1.00	0.00	(129,621.30)	98.99
010-06205-0-00000-00000-89800-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-00000-00000-89800-0-0000								49,669.00	0.00	0.00	0.00	0.00	49,669.00	100.00
010-07230-0-00000-00000-89800-0-0000								16,525.00	0.00	0.00	0.00	0.00	16,525.00	100.00
010-30100-0-00000-00000-89800-0-0000								3,748.00	0.00	0.00	0.00	0.00	3,748.00	100.00
010-31820-0-00000-00000-89800-0-0000								0.00	1,320.70	1,320.70	0.00	0.00	(1,320.70)	0.00
010-40350-0-00000-00000-89800-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-81500-0-00000-00000-89800-0-0000								61,000.00	0.00	0.00	0.00	0.00	61,000.00	100.00
TOTAL: 89800								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 80000								953,582.00	781,815.36	781,815.36	81.99	0.00	171,766.64	18.01
TOTAL INCOME:								953,582.00	781,815.36	781,815.36	81.99	0.00	171,766.64	18.01
Certificated Teachers` Salaries														
010-00000-0-11100-10000-11000-0-0000								102,000.00	143,569.30	143,569.30	140.80	0.00	(41,569.30)	0.00
010-07200-0-11100-10000-11000-0-0000								11,200.00	0.00	0.00	0.00	0.00	11,200.00	100.00
010-14000-0-11100-10000-11000-0-0000								68,000.00	0.00	0.00	0.00	0.00	68,000.00	100.00
010-32100-0-11100-10000-11000-0-0000								427.87	2,220.00	2,220.00	518.80	0.00	(1,792.13)	0.00
010-32120-0-11100-10000-11000-0-0000								5,800.00	4,752.09	4,752.09	81.90	0.00	1,047.91	18.07
010-32130-0-11100-10000-11000-0-0000								9,000.00	4,749.99	4,749.99	52.80	0.00	4,250.01	47.22
010-32160-0-11100-10000-11000-0-0000								2,654.00	0.00	0.00	0.00	0.00	2,654.00	100.00
010-32170-0-11100-10000-11000-0-0000								610.00	0.00	0.00	0.00	0.00	610.00	100.00
010-32180-0-11100-10000-11000-0-0000								1,731.00	0.00	0.00	0.00	0.00	1,731.00	100.00
010-32190-0-11100-10000-11000-0-0000								2,982.00	0.00	0.00	0.00	0.00	2,982.00	100.00
010-40350-0-00000-21000-11000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-11100-10000-11000-0-0000								1,370.00	0.00	0.00	0.00	0.00	1,370.00	100.00
010-74220-0-11100-10000-11000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74250-0-11100-10000-11000-0-0000								7,743.00	14,907.72	14,907.72	192.50	0.00	(7,164.72)	0.00
TOTAL: 11000								213,517.87	170,199.10	170,199.10	79.71	0.00	43,318.77	20.29

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

						UNENCUMBERED								
FD	RE	PY	GO	FN	OB	SI	L2	Working	Current	Year To Date	%	Encumbered	Balance	%
Substitute Teachers														
	010-00000-0-11100-10000-11002-0-0000							10,000.00	6,062.50	6,062.50	60.60	0.00	3,937.50	39.38
	010-32130-0-11100-10000-11002-0-0000							1,000.00	591.25	591.25	59.10	0.00	408.75	40.88
	TOTAL: 11002							11,000.00	6,653.75	6,653.75	60.49	0.00	4,346.25	39.51
Certificated Pupil Support Salaries														
	010-32130-0-00000-31400-12000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL: 12000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors and Administrators Salaries														
	010-00000-0-00000-27000-13000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
	010-00000-0-00000-71500-13000-0-0000							45,000.00	40,494.30	40,494.30	90.00	0.00	4,505.70	10.01
	010-07200-0-11100-21100-13000-0-0000							1,320.00	1,100.00	1,100.00	83.30	0.00	220.00	16.67
	TOTAL: 13000							46,320.00	41,594.30	41,594.30	89.80	0.00	4,725.70	10.20
Other Certificated Salaries														
	010-00000-0-11100-40000-19000-0-0000							440.00	293.70	293.70	66.80	0.00	146.30	33.25
	010-07200-0-00000-24200-19000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL: 19000							440.00	293.70	293.70	66.75	0.00	146.30	33.25
	TOTAL: 10000							271,277.87	218,740.85	218,740.85	80.63	0.00	52,537.02	19.37
Classified Instructional Salaries														
	010-00000-0-11100-10000-21000-0-0000							26,000.00	20,566.66	20,566.66	79.10	0.00	5,433.34	20.90
	010-00000-0-11100-40000-21000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
	010-07200-0-11100-10000-21000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
	010-30100-0-11100-10000-21000-0-0000							7,000.00	6,609.53	6,609.53	94.40	0.00	390.47	5.58
	010-31820-0-11100-10000-21000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
	010-32100-0-11100-10000-21000-0-0000							775.00	1,550.00	1,550.00	200.00	0.00	(775.00)	0.00
	010-32120-0-11100-10000-21000-0-0000							3,045.00	1,983.31	1,983.31	65.10	0.00	1,061.69	34.87
	010-32130-0-11100-10000-21000-0-0000							220.00	212.97	212.97	96.80	0.00	7.03	3.20
	010-58100-0-11100-10000-21000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
	010-74250-0-11100-10000-21000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
	010-74260-0-11100-10000-21000-0-0000							590.00	586.08	586.08	99.30	0.00	3.92	0.66
	010-75100-0-11100-10000-21000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL: 21000							37,630.00	31,508.55	31,508.55	83.73	0.00	6,121.45	16.27
Classified Support Salaries														
	010-00000-0-00000-81100-22000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
	010-00000-0-00000-82000-22000-0-0000							8,081.00	7,179.70	7,179.70	88.80	0.00	901.30	11.15

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

						UNENCUMBERED								
FD	RE	PY	GO	FN	OB	SI	L2	Working	Current	Year To Date	%	Encumbered	Balance	%
010-00000-0-11100-40000-22000-0-0000								1,000.00	693.00	693.00	69.30	0.00	307.00	30.70
010-07200-0-00000-31400-22000-0-0000								5,000.00	3,949.39	3,949.39	79.00	0.00	1,050.61	21.01
010-07200-0-00000-36000-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07230-0-00000-36000-22000-0-0000								3,700.00	3,385.91	3,385.91	91.50	0.00	314.09	8.49
010-32100-0-00000-31400-22000-0-0000								55.00	110.00	110.00	200.00	0.00	(55.00)	0.00
010-32100-0-00000-37000-22000-0-0000								500.00	1,000.00	1,000.00	200.00	0.00	(500.00)	0.00
010-32100-0-00000-82000-22000-0-0000								55.00	165.00	165.00	300.00	0.00	(110.00)	0.00
010-32100-0-11100-31400-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32100-0-11100-40000-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32120-0-00000-31400-22000-0-0000								55.00	0.00	0.00	0.00	0.00	55.00	100.00
010-32120-0-00000-37000-22000-0-0000								500.00	0.00	0.00	0.00	0.00	500.00	100.00
010-32120-0-00000-82000-22000-0-0000								110.00	0.00	0.00	0.00	0.00	110.00	100.00
010-32130-0-00000-31400-22000-0-0000								125.00	96.79	96.79	77.40	0.00	28.21	22.57
010-74200-0-00000-82000-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74250-0-00000-82000-22000-0-0000								0.00	141.15	141.15	0.00	0.00	(141.15)	0.00
010-74260-0-00000-36000-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74260-0-00000-81100-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74260-0-00000-82000-22000-0-0000								0.00	992.54	992.54	0.00	0.00	(992.54)	0.00
010-81500-0-00000-81100-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL: 22000	19,181.00	17,713.48	17,713.48	92.35	0.00	1,467.52	7.65
Classified Supervisors' and Administrators' Salaries														
010-00000-0-00000-27000-23000-0-0000								385.00	385.00	385.00	100.00	0.00	0.00	0.00
010-00000-0-00000-72000-23000-0-0000								9,000.00	8,262.56	8,262.56	91.80	0.00	737.44	8.19
010-07200-0-00000-21000-23000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07230-0-00000-36000-23000-0-0000								4,100.00	3,663.25	3,663.25	89.30	0.00	436.75	10.65
010-32100-0-00000-37000-23000-0-0000								500.00	1,000.00	1,000.00	200.00	0.00	(500.00)	0.00
010-32100-0-00000-72000-23000-0-0000								110.00	220.00	220.00	200.00	0.00	(110.00)	0.00
010-32100-0-00000-81100-23000-0-0000								55.00	110.00	110.00	200.00	0.00	(55.00)	0.00
010-32120-0-00000-37000-23000-0-0000								500.00	0.00	0.00	0.00	0.00	500.00	100.00
010-32120-0-00000-72000-23000-0-0000								110.00	0.00	0.00	0.00	0.00	110.00	100.00
010-32120-0-00000-81100-23000-0-0000								55.00	0.00	0.00	0.00	0.00	55.00	100.00
010-81500-0-00000-81100-23000-0-0000								38,230.00	25,883.11	25,883.11	67.70	0.00	12,346.89	32.30
							TOTAL: 23000	53,045.00	39,523.92	39,523.92	74.51	0.00	13,521.08	25.49
Clerical, Technical and Office Staff Salaries														
010-00000-0-00000-27000-24000-0-0000								5,900.00	3,778.06	3,778.06	64.00	0.00	2,121.94	35.97
010-00000-0-00000-72000-24000-0-0000								2,900.00	2,567.51	2,567.51	88.50	0.00	332.49	11.47
010-00000-0-11100-27000-24000-0-0000								0.00	1,014.19	1,014.19	0.00	0.00	(1,014.19)	0.00

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

						UNENCUMBERED								
FD	RE	PY	GO	FN	OB	SI	L2	Working	Current	Year To Date	%	Encumbered	Balance	%
010-07200-0-00000-24200-24000-0-0000								2,500.00	651.62	651.62	26.10	0.00	1,848.38	73.94
010-32100-0-11100-27000-24000-0-0000								55.00	110.00	110.00	200.00	0.00	(55.00)	0.00
010-32120-0-11100-27000-24000-0-0000								55.00	0.00	0.00	0.00	0.00	55.00	100.00
TOTAL: 24000								11,410.00	8,121.38	8,121.38	71.18	0.00	3,288.62	28.82
Other Classified Salaries														
010-00000-0-11100-10000-29000-0-0000								7,112.00	6,093.90	6,093.90	85.70	0.00	1,018.10	14.32
010-07200-0-00000-24200-29000-0-0000								3,880.00	3,528.37	3,528.37	90.90	0.00	351.63	9.06
010-07200-0-00000-31400-29000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-30100-0-11100-10000-29000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32100-0-00000-27000-29000-0-0000								0.00	55.00	55.00	0.00	0.00	(55.00)	0.00
010-32100-0-11100-10000-29000-0-0000								165.00	330.00	330.00	200.00	0.00	(165.00)	0.00
010-32120-0-00000-27000-29000-0-0000								55.00	0.00	0.00	0.00	0.00	55.00	100.00
010-32120-0-11100-10000-29000-0-0000								165.00	0.00	0.00	0.00	0.00	165.00	100.00
010-32130-0-00000-27000-29000-0-0000								1,425.00	1,019.33	1,019.33	71.50	0.00	405.67	28.47
010-32130-0-11100-10000-29000-0-0000								1,000.00	759.50	759.50	76.00	0.00	240.50	24.05
010-74200-0-11100-10000-29000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74260-0-11100-10000-29000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 29000								13,802.00	11,786.10	11,786.10	85.39	0.00	2,015.90	14.61
TOTAL: 20000								135,068.00	108,653.43	108,653.43	80.44	0.00	26,414.57	19.56
State Teachers` Retirement System, certificated positions														
010-00000-0-00000-27000-31010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-00000-0-00000-71500-31010-0-0000								7,200.00	6,851.68	6,851.68	95.20	0.00	348.32	4.84
010-00000-0-11100-10000-31010-0-0000								20,200.00	25,193.94	25,193.94	124.70	0.00	(4,993.94)	0.00
010-07200-0-00000-24200-31010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-11100-10000-31010-0-0000								924.00	0.00	0.00	0.00	0.00	924.00	100.00
010-07200-0-11100-21100-31010-0-0000								215.00	186.10	186.10	86.60	0.00	28.90	13.44
010-14000-0-11100-10000-31010-0-0000								11,600.00	0.00	0.00	0.00	0.00	11,600.00	100.00
010-32120-0-11100-10000-31010-0-0000								1,000.00	804.02	804.02	80.40	0.00	195.98	19.60
010-32130-0-11100-10000-31010-0-0000								1,525.00	882.79	882.79	57.90	0.00	642.21	42.11
010-32160-0-11100-10000-31010-0-0000								439.00	0.00	0.00	0.00	0.00	439.00	100.00
010-32170-0-11100-10000-31010-0-0000								101.00	0.00	0.00	0.00	0.00	101.00	100.00
010-32180-0-11100-10000-31010-0-0000								286.00	0.00	0.00	0.00	0.00	286.00	100.00
010-32190-0-11100-10000-31010-0-0000								493.00	0.00	0.00	0.00	0.00	493.00	100.00
010-40350-0-00000-21000-31010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-11100-10000-31010-0-0000								320.00	0.00	0.00	0.00	0.00	320.00	100.00
010-74250-0-11100-10000-31010-0-0000								1,270.00	2,522.38	2,522.38	198.60	0.00	(1,252.38)	0.00

BUDGET REPORT

FY: 2022
FROM: 7/1/2021 TO 5/31/2022

9:30:52AM

FUND: 010 - General Fund

						UNENCUMBERED								
FD	RE	PY	GO	FN	OB	SI	L2	Working	Current	Year To Date	%	Encumbered	Balance	%
010-76900-0-00000-21000-31010-0-0000								1,549.00	0.00	0.00	0.00	0.00	1,549.00	100.00
010-76900-0-00000-24200-31010-0-0000								1,549.00	0.00	0.00	0.00	0.00	1,549.00	100.00
010-76900-0-00000-27000-31010-0-0000								13,944.00	0.00	0.00	0.00	0.00	13,944.00	100.00
010-76900-0-00000-71500-31010-0-0000								87.00	0.00	0.00	0.00	0.00	87.00	100.00
010-76900-0-11100-10000-31010-0-0000								114,820.00	0.00	0.00	0.00	0.00	114,820.00	100.00
							TOTAL: 31010	177,522.00	36,440.91	36,440.91	20.53	0.00	141,081.09	79.47
State Teachers` Retirement System, classified positions														
010-00000-0-00000-27000-31020-0-0000								70.00	65.14	65.14	93.10	0.00	4.86	6.94
010-07200-0-00000-24200-31020-0-0000								1,500.00	596.98	596.98	39.80	0.00	903.02	60.20
							TOTAL: 31020	1,570.00	662.12	662.12	42.17	0.00	907.88	57.83
Public Employees Retirement System, certificated positions														
010-00000-0-11100-10000-32010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32130-0-00000-27000-32010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32130-0-00000-31400-32010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL: 32010	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Public Employees` Retirement System, classified positions														
010-00000-0-00000-27000-32020-0-0000								1,550.00	865.49	865.49	55.80	0.00	684.51	44.16
010-00000-0-00000-72000-32020-0-0000								2,800.00	2,344.51	2,344.51	83.70	0.00	455.49	16.27
010-00000-0-00000-81100-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-00000-0-00000-82000-32020-0-0000								1,900.00	1,644.88	1,644.88	86.60	0.00	255.12	13.43
010-00000-0-11100-10000-32020-0-0000								7,700.00	5,890.53	5,890.53	76.50	0.00	1,809.47	23.50
010-00000-0-11100-27000-32020-0-0000								0.00	232.34	232.34	0.00	0.00	(232.34)	0.00
010-07200-0-00000-21000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-00000-31400-32020-0-0000								1,200.00	904.79	904.79	75.40	0.00	295.21	24.60
010-07200-0-00000-36000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-11100-10000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07230-0-00000-36000-32020-0-0000								2,100.00	1,614.97	1,614.97	76.90	0.00	485.03	23.10
010-30100-0-11100-10000-32020-0-0000								1,700.00	1,514.30	1,514.30	89.10	0.00	185.70	10.92
010-31820-0-11100-10000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32120-0-11100-10000-32020-0-0000								750.00	454.37	454.37	60.60	0.00	295.63	39.42
010-32130-0-00000-27000-32020-0-0000								293.00	195.16	195.16	66.60	0.00	97.84	33.39
010-32130-0-00000-31400-32020-0-0000								25.00	22.17	22.17	88.70	0.00	2.83	11.32
010-74250-0-11100-10000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74260-0-11100-10000-32020-0-0000								121.00	121.32	121.32	100.30	0.00	(0.32)	0.00
010-75100-0-11100-10000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-81500-0-00000-81100-32020-0-0000								8,800.00	5,929.83	5,929.83	67.40	0.00	2,870.17	32.62

BUDGET REPORT

FY: 2022
FROM: 7/1/2021 TO 5/31/2022

9:30:52AM

FUND: 010 - General Fund

						UNENCUMBERED								
FD	RE	PY	GO	FN	OB	SI	L2	Working	Current	Year To Date	%	Encumbered	Balance	%
						TOTAL:	32020	28,939.00	21,734.66	21,734.66	75.11	0.00	7,204.34	24.89
OASDI, Certificated Positions														
						010-00000-0-11100-10000-33012-0-0000		70.00	27.29	27.29	39.00	0.00	42.71	61.01
						010-32130-0-00000-31400-33012-0-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00
						010-32130-0-11100-10000-33012-0-0000		45.00	40.34	40.34	89.60	0.00	4.66	10.36
						TOTAL:	33012	115.00	67.63	67.63	58.81	0.00	47.37	41.19
Medicare, Certificated Positions														
						010-00000-0-00000-27000-33013-0-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00
						010-00000-0-00000-71500-33013-0-0000		660.00	587.18	587.18	89.00	0.00	72.82	11.03
						010-00000-0-11100-10000-33013-0-0000		1,700.00	2,169.67	2,169.67	127.60	0.00	(469.67)	0.00
						010-00000-0-11100-40000-33013-0-0000		10.00	4.27	4.27	42.70	0.00	5.73	57.30
						010-07200-0-00000-21000-33013-0-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00
						010-07200-0-00000-24200-33013-0-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00
						010-07200-0-11100-10000-33013-0-0000		162.00	0.45	0.45	0.30	0.00	161.55	99.72
						010-07200-0-11100-21100-33013-0-0000		20.00	15.98	15.98	79.90	0.00	4.02	20.10
						010-14000-0-11100-10000-33013-0-0000		1,000.00	0.00	0.00	0.00	0.00	1,000.00	100.00
						010-32100-0-11100-10000-33013-0-0000		6.21	32.23	32.23	519.00	0.00	(26.02)	0.00
						010-32120-0-11100-10000-33013-0-0000		85.00	68.89	68.89	81.00	0.00	16.11	18.95
						010-32130-0-00000-31400-33013-0-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00
						010-32130-0-11100-10000-33013-0-0000		145.00	77.46	77.46	53.40	0.00	67.54	46.58
						010-32160-0-11100-10000-33013-0-0000		40.00	0.00	0.00	0.00	0.00	40.00	100.00
						010-32170-0-11100-10000-33013-0-0000		9.00	0.00	0.00	0.00	0.00	9.00	100.00
						010-32180-0-11100-10000-33013-0-0000		26.00	0.00	0.00	0.00	0.00	26.00	100.00
						010-32190-0-11100-10000-33013-0-0000		45.00	0.00	0.00	0.00	0.00	45.00	100.00
						010-40350-0-00000-21000-33013-0-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00
						010-40350-0-11100-10000-33013-0-0000		30.00	0.00	0.00	0.00	0.00	30.00	100.00
						010-74220-0-11100-10000-33013-0-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00
						010-74250-0-11100-10000-33013-0-0000		115.00	215.69	215.69	187.60	0.00	(100.69)	0.00
						TOTAL:	33013	4,053.21	3,171.82	3,171.82	78.25	0.00	881.39	21.75
Social Security/Medicare/Alternative, classified positions														
						010-00000-0-00000-27000-33020-0-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00
						010-00000-0-00000-72000-33020-0-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00
						010-00000-0-00000-82000-33020-0-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00
						010-00000-0-11100-10000-33020-0-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00
						010-07200-0-00000-31400-33020-0-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00
						010-07230-0-00000-36000-33020-0-0000		0.00	0.00	0.00	0.00	0.00	0.00	0.00

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
010-30100-0-11100-10000-33020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-58100-0-11100-10000-33020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-81500-0-00000-81100-33020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 33020								0.00	0.00	0.00	0.00	0.00	0.00	0.00
OASDI, classified positions														
010-00000-0-00000-27000-33022-0-0000								420.00	234.23	234.23	55.80	0.00	185.77	44.23
010-00000-0-00000-72000-33022-0-0000								750.00	671.48	671.48	89.50	0.00	78.52	10.47
010-00000-0-00000-81100-33022-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-00000-0-00000-82000-33022-0-0000								510.00	445.15	445.15	87.30	0.00	64.85	12.72
010-00000-0-11100-10000-33022-0-0000								2,100.00	1,652.83	1,652.83	78.70	0.00	447.17	21.29
010-00000-0-11100-27000-33022-0-0000								0.00	62.87	62.87	0.00	0.00	(62.87)	0.00
010-00000-0-11100-40000-33022-0-0000								65.00	42.97	42.97	66.10	0.00	22.03	33.89
010-07200-0-00000-21000-33022-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-00000-24200-33022-0-0000								400.00	40.40	40.40	10.10	0.00	359.60	89.90
010-07200-0-00000-31400-33022-0-0000								350.00	244.85	244.85	70.00	0.00	105.15	30.04
010-07200-0-00000-36000-33022-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-11100-10000-33022-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07230-0-00000-36000-33022-0-0000								500.00	437.00	437.00	87.40	0.00	63.00	12.60
010-30100-0-11100-10000-33022-0-0000								500.00	409.77	409.77	82.00	0.00	90.23	18.05
010-31820-0-11100-10000-33022-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32100-0-00000-27000-33022-0-0000								0.00	3.41	3.41	0.00	0.00	(3.41)	0.00
010-32100-0-00000-31400-33022-0-0000								3.41	6.82	6.82	200.00	0.00	(3.41)	0.00
010-32100-0-00000-37000-33022-0-0000								62.00	124.01	124.01	200.00	0.00	(62.01)	0.00
010-32100-0-00000-72000-33022-0-0000								3.41	6.82	6.82	200.00	0.00	(3.41)	0.00
010-32100-0-00000-81100-33022-0-0000								3.41	6.82	6.82	200.00	0.00	(3.41)	0.00
010-32100-0-00000-82000-33022-0-0000								3.41	10.23	10.23	300.00	0.00	(6.82)	0.00
010-32100-0-11100-10000-33022-0-0000								58.27	116.56	116.56	200.00	0.00	(58.29)	0.00
010-32100-0-11100-27000-33022-0-0000								3.41	6.82	6.82	200.00	0.00	(3.41)	0.00
010-32120-0-00000-27000-33022-0-0000								3.00	0.00	0.00	0.00	0.00	3.00	100.00
010-32120-0-00000-31400-33022-0-0000								3.00	0.00	0.00	0.00	0.00	3.00	100.00
010-32120-0-00000-37000-33022-0-0000								62.00	0.00	0.00	0.00	0.00	62.00	100.00
010-32120-0-00000-72000-33022-0-0000								3.00	0.00	0.00	0.00	0.00	3.00	100.00
010-32120-0-00000-81100-33022-0-0000								3.00	0.00	0.00	0.00	0.00	3.00	100.00
010-32120-0-00000-82000-33022-0-0000								7.00	0.00	0.00	0.00	0.00	7.00	100.00
010-32120-0-11100-10000-33022-0-0000								200.00	122.98	122.98	61.50	0.00	77.02	38.51
010-32120-0-11100-27000-33022-0-0000								3.00	0.00	0.00	0.00	0.00	3.00	100.00
010-32130-0-00000-27000-33022-0-0000								90.00	63.18	63.18	70.20	0.00	26.82	29.80
010-32130-0-00000-31400-33022-0-0000								10.00	6.01	6.01	60.10	0.00	3.99	39.90

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
010	32130	0	11100	10000	33022	0	0000	75.00	60.29	60.29	80.40	0.00	14.71	19.61
010	58100	0	11100	10000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	74200	0	00000	82000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	74200	0	11100	10000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	74250	0	00000	82000	33022	0	0000	0.00	28.06	28.06	0.00	0.00	(28.06)	0.00
010	74250	0	11100	10000	33022	0	0000	0.00	36.34	36.34	0.00	0.00	(36.34)	0.00
010	74260	0	00000	27000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	74260	0	00000	36000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	74260	0	00000	81100	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	74260	0	00000	82000	33022	0	0000	0.00	42.22	42.22	0.00	0.00	(42.22)	0.00
010	74260	0	11100	10000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	75100	0	11100	10000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	81500	0	00000	81100	33022	0	0000	2,400.00	1,604.75	1,604.75	66.90	0.00	795.25	33.14
TOTAL: 33022								8,591.32	6,486.87	6,486.87	75.50	0.00	2,104.45	24.50
Medicare, classified positions														
010	00000	0	00000	27000	33023	0	0000	100.00	60.34	60.34	60.30	0.00	39.66	39.66
010	00000	0	00000	72000	33023	0	0000	175.00	157.06	157.06	89.70	0.00	17.94	10.25
010	00000	0	00000	81100	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	00000	0	00000	82000	33023	0	0000	120.00	104.05	104.05	86.70	0.00	15.95	13.29
010	00000	0	11100	10000	33023	0	0000	490.00	386.53	386.53	78.90	0.00	103.47	21.12
010	00000	0	11100	27000	33023	0	0000	0.00	14.70	14.70	0.00	0.00	(14.70)	0.00
010	00000	0	11100	40000	33023	0	0000	15.00	10.07	10.07	67.10	0.00	4.93	32.87
010	07200	0	00000	21000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	07200	0	00000	24200	33023	0	0000	100.00	60.64	60.64	60.60	0.00	39.36	39.36
010	07200	0	00000	31400	33023	0	0000	75.00	57.23	57.23	76.30	0.00	17.77	23.69
010	07200	0	00000	36000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	07200	0	11100	10000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	07230	0	00000	36000	33023	0	0000	115.00	102.20	102.20	88.90	0.00	12.80	11.13
010	30100	0	11100	10000	33023	0	0000	1,200.00	95.86	95.86	8.00	0.00	1,104.14	92.01
010	31820	0	11100	10000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	32100	0	00000	27000	33023	0	0000	0.00	0.80	0.80	0.00	0.00	(0.80)	0.00
010	32100	0	00000	31400	33023	0	0000	0.80	1.60	1.60	200.00	0.00	(0.80)	0.00
010	32100	0	00000	37000	33023	0	0000	14.50	29.00	29.00	200.00	0.00	(14.50)	0.00
010	32100	0	00000	72000	33023	0	0000	1.60	3.20	3.20	200.00	0.00	(1.60)	0.00
010	32100	0	00000	81100	33023	0	0000	0.80	1.60	1.60	200.00	0.00	(0.80)	0.00
010	32100	0	00000	82000	33023	0	0000	0.80	2.40	2.40	300.00	0.00	(1.60)	0.00
010	32100	0	11100	10000	33023	0	0000	13.65	27.30	27.30	200.00	0.00	(13.65)	0.00
010	32100	0	11100	27000	33023	0	0000	0.80	1.60	1.60	200.00	0.00	(0.80)	0.00

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
010-32120-0-00000-27000-33023-0-0000								1.00	0.00	0.00	0.00	0.00	1.00	100.00
010-32120-0-00000-31400-33023-0-0000								1.00	0.00	0.00	0.00	0.00	1.00	100.00
010-32120-0-00000-37000-33023-0-0000								15.00	0.00	0.00	0.00	0.00	15.00	100.00
010-32120-0-00000-72000-33023-0-0000								2.00	0.00	0.00	0.00	0.00	2.00	100.00
010-32120-0-00000-81100-33023-0-0000								1.00	0.00	0.00	0.00	0.00	1.00	100.00
010-32120-0-00000-82000-33023-0-0000								2.00	0.00	0.00	0.00	0.00	2.00	100.00
010-32120-0-11100-10000-33023-0-0000								47.00	28.77	28.77	61.20	0.00	18.23	38.79
010-32120-0-11100-27000-33023-0-0000								1.00	0.00	0.00	0.00	0.00	1.00	100.00
010-32130-0-00000-27000-33023-0-0000								20.00	14.76	14.76	73.80	0.00	5.24	26.20
010-32130-0-00000-31400-33023-0-0000								2.00	1.40	1.40	70.00	0.00	0.60	30.00
010-32130-0-11100-10000-33023-0-0000								20.00	14.11	14.11	70.60	0.00	5.89	29.45
010-58100-0-11100-10000-33023-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74200-0-00000-82000-33023-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74200-0-11100-10000-33023-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74250-0-00000-82000-33023-0-0000								0.00	2.05	2.05	0.00	0.00	(2.05)	0.00
010-74250-0-11100-10000-33023-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74260-0-00000-82000-33023-0-0000								0.00	14.41	14.41	0.00	0.00	(14.41)	0.00
010-74260-0-11100-10000-33023-0-0000								9.00	8.50	8.50	94.40	0.00	0.50	5.56
010-75100-0-11100-10000-33023-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-81500-0-00000-81100-33023-0-0000								600.00	375.34	375.34	62.60	0.00	224.66	37.44
TOTAL: 33023								3,143.95	1,575.52	1,575.52	50.11	0.00	1,568.43	49.89
Health & Welfare Benefits, certificated positions														
010-00000-0-00000-27000-34010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-00000-0-00000-71500-34010-0-0000								5,150.00	4,617.00	4,617.00	89.70	0.00	533.00	10.35
010-00000-0-11100-10000-34010-0-0000								23,000.00	27,702.00	27,702.00	120.40	0.00	(4,702.00)	0.00
010-14000-0-11100-10000-34010-0-0000								12,000.00	0.00	0.00	0.00	0.00	12,000.00	100.00
010-32120-0-11100-10000-34010-0-0000								1,600.00	1,316.70	1,316.70	82.30	0.00	283.30	17.71
010-32160-0-11100-10000-34010-0-0000								578.00	0.00	0.00	0.00	0.00	578.00	100.00
010-32170-0-11100-10000-34010-0-0000								132.00	0.00	0.00	0.00	0.00	132.00	100.00
010-32180-0-11100-10000-34010-0-0000								376.00	0.00	0.00	0.00	0.00	376.00	100.00
010-32190-0-11100-10000-34010-0-0000								649.00	0.00	0.00	0.00	0.00	649.00	100.00
010-74250-0-11100-10000-34010-0-0000								1,685.00	3,078.00	3,078.00	182.70	0.00	(1,393.00)	0.00
TOTAL: 34010								45,170.00	36,713.70	36,713.70	81.28	0.00	8,456.30	18.72
Health & Welfare Benefits, classified positions														
010-00000-0-00000-27000-34020-0-0000								1,000.00	846.45	846.45	84.60	0.00	153.55	15.36
010-00000-0-00000-72000-34020-0-0000								2,850.00	2,351.25	2,351.25	82.50	0.00	498.75	17.50
010-00000-0-00000-81100-34020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
010-00000-0-00000-82000-34020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-00000-0-11100-10000-34020-0-0000								850.00	1,293.74	1,293.74	152.20	0.00	(443.74)	0.00
010-07230-0-00000-36000-34020-0-0000								1,550.00	1,381.50	1,381.50	89.10	0.00	168.50	10.87
010-30100-0-11100-10000-34020-0-0000								1,881.00	1,693.34	1,693.34	90.00	0.00	187.66	9.98
010-75100-0-11100-10000-34020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-81500-0-00000-81100-34020-0-0000								7,200.00	6,459.75	6,459.75	89.70	0.00	740.25	10.28
TOTAL: 34020								15,331.00	14,026.03	14,026.03	91.49	0.00	1,304.97	8.51

State Unemployment Insurance, certificated positions

010-00000-0-00000-27000-35010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-00000-0-00000-71500-35010-0-0000								250.00	202.50	202.50	81.00	0.00	47.50	19.00
010-00000-0-11100-10000-35010-0-0000								570.00	748.16	748.16	131.30	0.00	(178.16)	0.00
010-00000-0-11100-40000-35010-0-0000								2.00	1.47	1.47	73.50	0.00	0.53	26.50
010-07200-0-00000-24200-35010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-11100-10000-35010-0-0000								56.00	0.00	0.00	0.00	0.00	56.00	100.00
010-07200-0-11100-21100-35010-0-0000								10.00	5.51	5.51	55.10	0.00	4.49	44.90
010-14000-0-11100-10000-35010-0-0000								350.00	0.00	0.00	0.00	0.00	350.00	100.00
010-32100-0-11100-10000-35010-0-0000								2.10	11.12	11.12	529.50	0.00	(9.02)	0.00
010-32120-0-00000-27000-35010-0-0000								1.00	0.00	0.00	0.00	0.00	1.00	100.00
010-32120-0-00000-31400-35010-0-0000								1.00	0.00	0.00	0.00	0.00	1.00	100.00
010-32120-0-11100-10000-35010-0-0000								360.00	23.73	23.73	6.60	0.00	336.27	93.41
010-32120-0-11100-27000-35010-0-0000								10.00	0.00	0.00	0.00	0.00	10.00	100.00
010-32130-0-00000-31400-35010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32130-0-11100-10000-35010-0-0000								50.00	26.71	26.71	53.40	0.00	23.29	46.58
010-32160-0-11100-10000-35010-0-0000								13.00	0.00	0.00	0.00	0.00	13.00	100.00
010-32170-0-11100-10000-35010-0-0000								3.00	0.00	0.00	0.00	0.00	3.00	100.00
010-32180-0-11100-10000-35010-0-0000								9.00	0.00	0.00	0.00	0.00	9.00	100.00
010-32190-0-11100-10000-35010-0-0000								15.00	0.00	0.00	0.00	0.00	15.00	100.00
010-40350-0-00000-21000-35010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-11100-10000-35010-0-0000								10.00	0.00	0.00	0.00	0.00	10.00	100.00
010-74220-0-11100-10000-35010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74250-0-11100-10000-35010-0-0000								39.00	74.58	74.58	191.20	0.00	(35.58)	0.00
TOTAL: 35010								1,751.10	1,093.78	1,093.78	62.46	0.00	657.32	37.54

State Unemployment Insurance, classified positions

010-00000-0-00000-27000-35020-0-0000								35.00	20.84	20.84	59.50	0.00	14.16	40.46
010-00000-0-00000-72000-35020-0-0000								60.00	54.18	54.18	90.30	0.00	5.82	9.70
010-00000-0-00000-81100-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-00000-0-00000-82000-35020-0-0000								45.00	36.02	36.02	80.00	0.00	8.98	19.96

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
010-00000-0-11100-10000-35020-0-0000								175.00	133.41	133.41	76.20	0.00	41.59	23.77
010-00000-0-11100-27000-35020-0-0000								0.00	5.06	5.06	0.00	0.00	(5.06)	0.00
010-00000-0-11100-40000-35020-0-0000								5.00	3.45	3.45	69.00	0.00	1.55	31.00
010-07200-0-00000-21000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-00000-24200-35020-0-0000								35.00	20.95	20.95	59.90	0.00	14.05	40.14
010-07200-0-00000-31400-35020-0-0000								25.00	19.78	19.78	79.10	0.00	5.22	20.88
010-07200-0-11100-10000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07230-0-00000-36000-35020-0-0000								40.00	35.27	35.27	88.20	0.00	4.73	11.83
010-30100-0-11100-10000-35020-0-0000								40.00	32.99	32.99	82.50	0.00	7.01	17.53
010-31820-0-11100-10000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32100-0-00000-27000-35020-0-0000								0.00	0.28	0.28	0.00	0.00	(0.28)	0.00
010-32100-0-00000-31400-35020-0-0000								0.28	0.56	0.56	200.00	0.00	(0.28)	0.00
010-32100-0-00000-37000-35020-0-0000								5.00	10.00	10.00	200.00	0.00	(5.00)	0.00
010-32100-0-00000-72000-35020-0-0000								0.56	1.12	1.12	200.00	0.00	(0.56)	0.00
010-32100-0-00000-81100-35020-0-0000								0.28	0.56	0.56	200.00	0.00	(0.28)	0.00
010-32100-0-00000-82000-35020-0-0000								0.28	0.84	0.84	300.00	0.00	(0.56)	0.00
010-32100-0-11100-10000-35020-0-0000								4.74	9.48	9.48	200.00	0.00	(4.74)	0.00
010-32100-0-11100-27000-35020-0-0000								0.28	0.56	0.56	200.00	0.00	(0.28)	0.00
010-32120-0-00000-37000-35020-0-0000								5.00	0.00	0.00	0.00	0.00	5.00	100.00
010-32120-0-00000-72000-35020-0-0000								1.00	0.00	0.00	0.00	0.00	1.00	100.00
010-32120-0-00000-81100-35020-0-0000								1.00	0.00	0.00	0.00	0.00	1.00	100.00
010-32120-0-00000-82000-35020-0-0000								1.00	0.00	0.00	0.00	0.00	1.00	100.00
010-32120-0-11100-10000-35020-0-0000								200.00	9.94	9.94	5.00	0.00	190.06	95.03
010-32120-0-11100-27000-35020-0-0000								1.00	0.00	0.00	0.00	0.00	1.00	100.00
010-32130-0-00000-27000-35020-0-0000								7.00	5.07	5.07	72.40	0.00	1.93	27.57
010-32130-0-00000-31400-35020-0-0000								2.00	0.49	0.49	24.50	0.00	1.51	75.50
010-32130-0-11100-10000-35020-0-0000								7.00	4.87	4.87	69.60	0.00	2.13	30.43
010-58100-0-11100-10000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74200-0-00000-82000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74200-0-11100-10000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74250-0-00000-82000-35020-0-0000								0.00	0.71	0.71	0.00	0.00	(0.71)	0.00
010-74250-0-11100-10000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74260-0-00000-82000-35020-0-0000								0.00	4.98	4.98	0.00	0.00	(4.98)	0.00
010-74260-0-11100-10000-35020-0-0000								3.00	2.93	2.93	97.70	0.00	0.07	2.33
010-75100-0-11100-10000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-81500-0-00000-81100-35020-0-0000								200.00	129.50	129.50	64.80	0.00	70.50	35.25
TOTAL: 35020								899.42	543.84	543.84	60.47	0.00	355.58	39.53

Worker`s Compensation Insurance, certificated positions

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
010-00000-0-00000-27000-36010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-00000-0-00000-71500-36010-0-0000								770.00	691.24	691.24	89.80	0.00	78.76	10.23
010-00000-0-11100-10000-36010-0-0000								1,800.00	2,554.36	2,554.36	141.90	0.00	(754.36)	0.00
010-00000-0-11100-40000-36010-0-0000								10.00	5.03	5.03	50.30	0.00	4.97	49.70
010-07200-0-00000-24200-36010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-11100-10000-36010-0-0000								380.00	0.00	0.00	0.00	0.00	380.00	100.00
010-07200-0-11100-21100-36010-0-0000								20.00	18.80	18.80	94.00	0.00	1.20	6.00
010-14000-0-11100-10000-36010-0-0000								1,000.00	0.00	0.00	0.00	0.00	1,000.00	100.00
010-30100-0-11100-10000-36010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32100-0-11100-10000-36010-0-0000								7.35	37.92	37.92	515.90	0.00	(30.57)	0.00
010-32120-0-11100-10000-36010-0-0000								130.00	81.13	81.13	62.40	0.00	48.87	37.59
010-32130-0-00000-31400-36010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32130-0-11100-10000-36010-0-0000								135.00	91.18	91.18	67.50	0.00	43.82	32.46
010-32160-0-11100-10000-36010-0-0000								39.00	0.00	0.00	0.00	0.00	39.00	100.00
010-32170-0-11100-10000-36010-0-0000								9.00	0.00	0.00	0.00	0.00	9.00	100.00
010-32180-0-11100-10000-36010-0-0000								25.00	0.00	0.00	0.00	0.00	25.00	100.00
010-32190-0-11100-10000-36010-0-0000								44.00	0.00	0.00	0.00	0.00	44.00	100.00
010-40350-0-00000-21000-36010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-11100-10000-36010-0-0000								30.00	0.00	0.00	0.00	0.00	30.00	100.00
010-74220-0-11100-10000-36010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74250-0-11100-10000-36010-0-0000								112.00	254.49	254.49	227.20	0.00	(142.49)	0.00
TOTAL: 36010								4,511.35	3,734.15	3,734.15	82.77	0.00	777.20	17.23

Worker`s Compensation Insurance, classified positions

010-00000-0-00000-27000-36020-0-0000								100.00	71.01	71.01	71.00	0.00	28.99	28.99
010-00000-0-00000-72000-36020-0-0000								175.00	184.86	184.86	105.60	0.00	(9.86)	0.00
010-00000-0-00000-81100-36020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-00000-0-00000-82000-36020-0-0000								120.00	122.62	122.62	102.20	0.00	(2.62)	0.00
010-00000-0-11100-10000-36020-0-0000								500.00	455.10	455.10	91.00	0.00	44.90	8.98
010-00000-0-11100-27000-36020-0-0000								0.00	17.30	17.30	0.00	0.00	(17.30)	0.00
010-00000-0-11100-40000-36020-0-0000								15.00	11.81	11.81	78.70	0.00	3.19	21.27
010-07200-0-00000-21000-36020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-00000-24200-36020-0-0000								100.00	71.36	71.36	71.40	0.00	28.64	28.64
010-07200-0-00000-31400-36020-0-0000								75.00	67.38	67.38	89.80	0.00	7.62	10.16
010-07200-0-00000-36000-36020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-11100-10000-36020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07230-0-00000-36000-36020-0-0000								135.00	120.28	120.28	89.10	0.00	14.72	10.90
010-30100-0-11100-10000-36020-0-0000								125.00	112.85	112.85	90.30	0.00	12.15	9.72
010-31820-0-11100-10000-36020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
010-32100-0-00000-27000-36020-0-0000								0.00	0.94	0.94	0.00	0.00	(0.94)	0.00
010-32100-0-00000-31400-36020-0-0000								0.94	1.88	1.88	200.00	0.00	(0.94)	0.00
010-32100-0-00000-37000-36020-0-0000								17.08	34.16	34.16	200.00	0.00	(17.08)	0.00
010-32100-0-00000-72000-36020-0-0000								1.88	3.76	3.76	200.00	0.00	(1.88)	0.00
010-32100-0-00000-81100-36020-0-0000								0.94	1.88	1.88	200.00	0.00	(0.94)	0.00
010-32100-0-00000-82000-36020-0-0000								0.94	2.82	2.82	300.00	0.00	(1.88)	0.00
010-32100-0-11100-10000-36020-0-0000								16.06	32.12	32.12	200.00	0.00	(16.06)	0.00
010-32100-0-11100-27000-36020-0-0000								0.94	1.88	1.88	200.00	0.00	(0.94)	0.00
010-32120-0-00000-27000-36020-0-0000								1.00	0.00	0.00	0.00	0.00	1.00	100.00
010-32120-0-00000-31400-36020-0-0000								1.00	0.00	0.00	0.00	0.00	1.00	100.00
010-32120-0-00000-37000-36020-0-0000								17.00	0.00	0.00	0.00	0.00	17.00	100.00
010-32120-0-00000-72000-36020-0-0000								1.00	0.00	0.00	0.00	0.00	1.00	100.00
010-32120-0-00000-81100-36020-0-0000								2.00	0.00	0.00	0.00	0.00	2.00	100.00
010-32120-0-00000-82000-36020-0-0000								2.00	0.00	0.00	0.00	0.00	2.00	100.00
010-32120-0-11100-10000-36020-0-0000								56.00	33.88	33.88	60.50	0.00	22.12	39.50
010-32120-0-11100-27000-36020-0-0000								41.00	0.00	0.00	0.00	0.00	41.00	100.00
010-32130-0-00000-27000-36020-0-0000								0.00	17.41	17.41	0.00	0.00	(17.41)	0.00
010-32130-0-00000-31400-36020-0-0000								2.00	1.65	1.65	82.50	0.00	0.35	17.50
010-32130-0-11100-10000-36020-0-0000								25.00	16.61	16.61	66.40	0.00	8.39	33.56
010-58100-0-11100-10000-36020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74200-0-00000-82000-36020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74200-0-11100-10000-36020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74250-0-00000-82000-36020-0-0000								0.00	2.41	2.41	0.00	0.00	(2.41)	0.00
010-74250-0-11100-10000-36020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74260-0-00000-82000-36020-0-0000								0.00	16.95	16.95	0.00	0.00	(16.95)	0.00
010-74260-0-11100-10000-36020-0-0000								10.00	10.00	10.00	100.00	0.00	0.00	0.00
010-75100-0-11100-10000-36020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-81500-0-00000-81100-36020-0-0000								600.00	441.82	441.82	73.60	0.00	158.18	26.36
TOTAL: 36020								2,141.78	1,854.74	1,854.74	86.60	0.00	287.04	13.40
Other Benefits, certificated positions														
010-00000-0-00000-27000-39010-0-0000								183.69	183.69	183.69	100.00	0.00	0.00	0.00
010-00000-0-11100-10000-39010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 39010								183.69	183.69	183.69	100.00	0.00	0.00	0.00
TOTAL: 30000								293,922.82	128,289.46	128,289.46	43.65	0.00	165,633.36	56.35
Approved Textbooks and Core Curricula Materials														
010-00000-0-11100-10000-41000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED			
								Working	Current	Year To Date	%	Encumbered	Balance	%	
010-63000-0-11100-10000-41000-0-0000								19,040.00	19,039.74	19,039.74	100.00	0.00	0.26	0.00	
								TOTAL: 41000	19,040.00	19,039.74	19,039.74	100.00	0.00	0.26	0.00
Books and Other Reference Materials															
010-00000-0-00000-72000-42000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-00000-0-11100-24200-42000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								TOTAL: 42000	0.00	0.00	0.00	0.00	0.00	0.00	
Materials and Supplies															
010-00000-0-00000-21400-43000-0-0000								200.00	154.45	154.45	77.20	9.90	35.65	17.83	
010-00000-0-00000-27000-43000-0-0000								400.00	370.31	370.31	92.60	28.64	1.05	0.26	
010-00000-0-00000-31400-43000-0-0000								300.00	107.78	107.78	35.90	25.79	166.43	55.48	
010-00000-0-00000-71500-43000-0-0000								400.00	338.44	338.44	84.60	1.42	60.14	15.04	
010-00000-0-00000-72000-43000-0-0000								800.00	613.39	613.39	76.70	29.31	157.30	19.66	
010-00000-0-00000-81100-43000-0-0000								650.00	410.69	410.69	63.20	102.41	136.90	21.06	
010-00000-0-00000-82000-43000-0-0000								400.00	341.57	341.57	85.40	0.00	58.43	14.61	
010-00000-0-11100-10000-43000-0-0000								9,500.00	8,884.03	8,884.03	93.50	258.94	357.03	3.76	
010-00000-0-11100-31400-43000-0-0000								200.00	16.26	16.26	8.10	0.00	183.74	91.87	
010-07200-0-00000-24203-43000-0-0000								60.00	59.58	59.58	99.30	0.00	0.42	0.70	
010-07200-0-11100-10000-43000-0-0000								5,500.00	3,629.89	3,629.89	66.00	49.69	1,820.42	33.10	
010-07230-0-00000-36000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-11000-0-11100-10000-43000-0-0000								1,000.00	321.51	321.51	32.20	0.00	678.49	67.85	
010-30100-0-11100-10000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-31820-0-11100-10000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-32100-0-00000-31400-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-32100-0-00000-81100-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-32100-0-11100-10000-43000-0-0000								11.00	19.71	19.71	179.20	0.00	(8.71)	0.00	
010-32120-0-11100-10000-43000-0-0000								444.00	443.78	443.78	100.00	0.00	0.22	0.05	
010-32130-0-00000-31400-43000-0-0000								1,000.00	571.75	571.75	57.20	0.00	428.25	42.83	
010-32130-0-00000-81100-43000-0-0000								33.00	32.56	32.56	98.70	0.00	0.44	1.33	
010-32130-0-00000-82000-43000-0-0000								500.00	440.04	440.04	88.00	11.95	48.01	9.60	
010-32130-0-11100-10000-43000-0-0000								4,500.00	3,485.84	3,485.84	77.50	541.39	472.77	10.51	
010-32150-0-00000-31400-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-32150-0-00000-81100-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-32150-0-11100-10000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-32150-0-11100-81100-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-32200-0-00000-31400-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-32200-0-00000-81100-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-32200-0-11100-10000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
010	40350-0-00000-21000-43000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	41260-0-11100-10000-43000-0-0000							5,290.00	1,997.60	1,997.60	37.80	0.00	3,292.40	62.24
010	41270-0-11100-10000-43000-0-0000							1,100.00	0.00	0.00	0.00	0.00	1,100.00	100.00
010	42010-0-11100-10000-43000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	42030-0-11100-10000-43000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	58100-0-11100-10000-43000-0-0000							614.00	0.00	0.00	0.00	0.00	614.00	100.00
010	58126-0-11100-10000-43000-0-0000							55.00	1.06	1.06	1.90	53.94	0.00	0.00
010	63000-0-11100-10000-43000-0-0000							429.00	428.26	428.26	99.80	0.00	0.74	0.17
010	73880-0-00000-31400-43000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	74200-0-00000-31400-43000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	74220-0-11100-10000-43000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	74250-0-11100-10000-43000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	81500-0-00000-81100-43000-0-0000							100.00	58.98	58.98	59.00	0.00	41.02	41.02
010	90570-0-00000-27000-43000-0-0000							100.00	7.58	7.58	7.60	0.00	92.42	92.42
010	90570-0-00000-72000-43000-0-0000							50.00	5.88	5.88	11.80	38.12	6.00	12.00
010	90570-0-00000-81100-43000-0-0000							6.32	6.32	6.32	100.00	0.00	0.00	0.00
	TOTAL: 43000							33,642.32	22,747.26	22,747.26	67.62	1,151.50	9,743.56	28.96
Non-Capitalized Equipment														
010	00000-0-00000-27000-44000-0-0000							400.00	0.00	0.00	0.00	0.00	400.00	100.00
010	00000-0-00000-31400-44000-0-0000							372.73	372.73	372.73	100.00	0.00	0.00	0.00
010	00000-0-00000-71500-44000-0-0000							1,000.00	0.00	0.00	0.00	0.00	1,000.00	100.00
010	00000-0-00000-72000-44000-0-0000							1,000.00	0.00	0.00	0.00	0.00	1,000.00	100.00
010	00000-0-00000-81100-44000-0-0000							1,000.00	0.00	0.00	0.00	0.00	1,000.00	100.00
010	00000-0-00000-82000-44000-0-0000							1,000.00	635.60	635.60	63.60	0.00	364.40	36.44
010	00000-0-11100-10000-44000-0-0000							1,000.00	726.11	726.11	72.60	0.00	273.89	27.39
010	00000-0-11100-24200-44000-0-0000							1,208.00	0.00	0.00	0.00	0.00	1,208.00	100.00
010	07200-0-00000-31400-44000-0-0000							615.00	(45.46)	(45.46)	0.00	0.00	660.46	107.39
010	07200-0-11100-10000-44000-0-0000							500.00	0.00	0.00	0.00	0.00	500.00	100.00
010	11000-0-11100-10000-44000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	30100-0-11100-10000-44000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	31820-0-11100-10000-44000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	32130-0-11100-10000-44000-0-0000							800.00	731.36	731.36	91.40	0.00	68.64	8.58
010	32200-0-11100-10000-44000-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010	41260-0-00000-72000-44000-0-0000							310.00	309.45	309.45	99.80	0.00	0.55	0.18
010	41260-0-11100-10000-44000-0-0000							2,762.00	556.23	556.23	20.10	0.00	2,205.77	79.86
010	90570-0-00000-27000-44000-0-0000							800.00	584.69	584.69	73.10	112.78	102.53	12.82
010	90570-0-00000-71500-44000-0-0000							250.00	0.00	0.00	0.00	247.84	2.16	0.86
010	90570-0-00000-72000-44000-0-0000							300.00	180.69	180.69	60.20	112.78	6.53	2.18

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED			
								Working	Current	Year To Date	%	Encumbered	Balance	%	
								TOTAL: 44000	13,317.73	4,051.40	4,051.40	30.42	473.40	8,792.93	66.02
								TOTAL: 40000	66,000.05	45,838.40	45,838.40	69.45	1,624.90	18,536.75	28.09
Subagreements for Services															
								010-07230-0-00000-36000-51000-0-0000	4,112.00	3,285.56	3,285.56	79.90	730.19	96.25	2.34
								TOTAL: 51000	4,112.00	3,285.56	3,285.56	79.90	730.19	96.25	2.34
Travel and Conferences															
								010-00000-0-00000-27000-52000-0-0000	100.00	15.82	15.82	15.80	0.00	84.18	84.18
								010-00000-0-00000-71500-52000-0-0000	500.00	21.45	21.45	4.30	0.00	478.55	95.71
								010-00000-0-00000-72000-52000-0-0000	575.00	563.05	563.05	97.90	30.64	(18.69)	0.00
								010-00000-0-11100-10000-52000-0-0000	600.00	506.56	506.56	84.40	52.25	41.19	6.87
								010-07200-0-00000-74100-52000-0-0000	1,220.00	0.00	0.00	0.00	0.00	1,220.00	100.00
								010-07200-0-11100-10000-52000-0-0000	500.00	154.00	154.00	30.80	0.00	346.00	69.20
								010-30100-0-11100-10000-52000-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
								010-32120-0-11100-10000-52000-0-0000	142.00	141.90	141.90	99.90	0.00	0.10	0.07
								010-32130-0-00000-74100-52000-0-0000	28.00	0.00	0.00	0.00	0.00	28.00	100.00
								010-32130-0-11100-10000-52000-0-0000	1,000.00	141.90	141.90	14.20	0.00	858.10	85.81
								010-40350-0-00000-21000-52000-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
								010-40350-0-00000-71500-52000-0-0000	20.00	0.00	0.00	0.00	0.00	20.00	100.00
								010-40350-0-00000-74100-52000-0-0000	330.00	330.00	330.00	100.00	0.00	0.00	0.00
								010-40350-0-11100-10000-52000-0-0000	200.00	99.00	99.00	49.50	70.65	30.35	15.18
								010-42010-0-11100-10000-52000-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
								010-73110-0-00000-74100-52000-0-0000	250.00	250.00	250.00	100.00	0.00	0.00	0.00
								010-73110-0-11100-10000-52000-0-0000	1,275.00	0.00	0.00	0.00	0.00	1,275.00	100.00
								010-73880-0-00000-72000-52000-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
								TOTAL: 52000	6,740.00	2,223.68	2,223.68	32.99	153.54	4,362.78	64.73
Dues and Memberships															
								010-00000-0-00000-71500-53000-0-0000	500.00	366.64	366.64	73.30	0.00	133.36	26.67
								010-00000-0-00000-72000-53000-0-0000	94.00	93.50	93.50	99.50	0.00	0.50	0.53
								010-40350-0-00000-71500-53000-0-0000	100.00	71.50	71.50	71.50	0.00	28.50	28.50
								TOTAL: 53000	694.00	531.64	531.64	76.61	0.00	162.36	23.39
Other Insurance															
								010-00000-0-00000-72000-54500-0-0000	3,600.00	3,331.13	3,331.13	92.50	0.00	268.87	7.47
								010-07230-0-00000-36000-54500-0-0000	150.00	0.00	0.00	0.00	0.00	150.00	100.00
								TOTAL: 54500	3,750.00	3,331.13	3,331.13	88.83	0.00	418.87	11.17

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED			
								Working	Current	Year To Date	%	Encumbered	Balance	%	
Operation and Housekeeping Services															
010-00000-0-00000-81100-55000-0-0000								100.00	0.00	0.00	0.00	0.00	100.00	100.00	
010-00000-0-00000-82000-55000-0-0000								25,000.00	18,258.84	18,258.84	73.00	747.62	5,993.54	23.97	
								TOTAL: 55000	25,100.00	18,258.84	18,258.84	72.74	747.62	6,093.54	24.28
Rentals, Leases, Repairs and Non-Capitalized Improvements															
010-00000-0-00000-81100-56000-0-0000								400.00	259.26	259.26	64.80	0.00	140.74	35.19	
010-00000-0-00000-82000-56000-0-0000								8,300.00	8,289.60	8,289.60	99.90	0.00	10.40	0.13	
010-07230-0-00000-36000-56000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-32200-0-00000-81100-56000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-90570-0-00000-81100-56000-0-0000								50.00	309.54	309.54	619.10	0.00	(259.54)	0.00	
								TOTAL: 56000	8,750.00	8,858.40	8,858.40	101.24	0.00	(108.40)	0.00
Professional/Consulting Services and Operating Expenditures															
010-00000-0-00000-24200-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-00000-0-00000-27000-58000-0-0000								100.00	32.47	32.47	32.50	0.00	67.53	67.53	
010-00000-0-00000-31400-58000-0-0000								2,500.00	1,670.35	1,670.35	66.80	545.78	283.87	11.35	
010-00000-0-00000-36000-58000-0-0000								50.00	49.84	49.84	99.70	0.00	0.16	0.32	
010-00000-0-00000-71100-58000-0-0000								500.00	0.00	0.00	0.00	0.00	500.00	100.00	
010-00000-0-00000-71500-58000-0-0000								10,000.00	7,684.21	7,684.21	76.80	92.52	2,223.27	22.23	
010-00000-0-00000-71900-58000-0-0000								15,000.00	0.00	0.00	0.00	0.00	15,000.00	100.00	
010-00000-0-00000-72000-58000-0-0000								4,000.00	2,573.31	2,573.31	64.30	251.50	1,175.19	29.38	
010-00000-0-00000-73000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-00000-0-00000-77000-58000-0-0000								3,804.00	2,047.48	2,047.48	53.80	0.00	1,756.52	46.18	
010-00000-0-00000-81100-58000-0-0000								7,500.00	6,653.33	6,653.33	88.70	850.60	(3.93)	0.00	
010-00000-0-11100-10000-58000-0-0000								3,500.00	2,718.91	2,718.91	77.70	6.73	774.36	22.12	
010-06205-0-00000-85000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-07200-0-00000-31400-58000-0-0000								85.00	83.86	83.86	98.70	0.00	1.14	1.34	
010-07200-0-00000-72000-58000-0-0000								264.00	0.00	0.00	0.00	0.00	264.00	100.00	
010-07200-0-11100-10000-58000-0-0000								10,778.00	9,131.01	9,131.01	84.70	236.50	1,410.49	13.09	
010-07200-0-11100-24200-58000-0-0000								100.00	82.50	82.50	82.50	0.00	17.50	17.50	
010-07230-0-00000-36000-58000-0-0000								23.00	21.89	21.89	95.20	0.00	1.11	4.83	
010-11000-0-00000-72000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-11000-0-11100-31400-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-30100-0-11100-10000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-31820-0-00000-27000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-31820-0-00000-71500-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-31820-0-00000-72000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
010-31820-0-11100-10000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32100-0-11100-10000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32120-0-00000-31400-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32120-0-11100-10000-58000-0-0000								10,763.00	15,335.43	15,335.43	142.50	0.00	(4,572.43)	0.00
010-32130-0-11100-10000-58000-0-0000								11,658.00	4,810.86	4,810.86	41.30	315.70	6,531.44	56.03
010-32130-0-11100-31100-58000-0-0000								160.00	0.00	0.00	0.00	146.70	13.30	8.31
010-32140-0-11100-10000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32200-0-00000-71500-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32200-0-11100-10000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-00000-21000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-11100-10000-58000-0-0000								95.00	0.00	0.00	0.00	0.00	95.00	100.00
010-42010-0-11100-10000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-58126-0-00000-81100-58000-0-0000								439.00	438.90	438.90	100.00	0.00	0.10	0.02
010-63000-0-11100-10000-58000-0-0000								2,511.00	2,510.25	2,510.25	100.00	0.00	0.75	0.03
010-74220-0-11100-10000-58000-0-0000								14,127.00	0.00	0.00	0.00	0.00	14,127.00	100.00
010-81500-0-00000-81100-58000-0-0000								2,870.00	1,224.19	1,224.19	42.70	0.00	1,645.81	57.35
010-90570-0-00000-82000-58000-0-0000								275.00	267.06	267.06	97.10	0.00	7.94	2.89
TOTAL: 58000								101,102.00	57,335.85	57,335.85	56.71	2,446.03	41,320.12	40.87
Pension Penalties & Interest														
010-00000-0-00000-71000-58009-0-0000								50.00	21.33	21.33	42.70	0.00	28.67	57.34
TOTAL: 58009								50.00	21.33	21.33	42.66	0.00	28.67	57.34
Communications														
010-00000-0-00000-82000-59000-0-0000								7,000.00	4,379.79	4,379.79	62.60	215.28	2,404.93	34.36
TOTAL: 59000								7,000.00	4,379.79	4,379.79	62.57	215.28	2,404.93	34.36
TOTAL: 50000								157,298.00	98,226.22	98,226.22	62.45	4,292.66	54,779.12	34.83
Land Improvements														
010-00000-0-00000-85000-61700-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-06205-0-00000-85000-61700-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-90353-0-00000-85000-61700-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 61700								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Buildings and Improvement of Buildings														
010-90570-0-00000-85000-62000-0-0000								9,971.00	9,970.76	9,970.76	100.00	0.00	0.24	0.00
TOTAL: 62000								9,971.00	9,970.76	9,970.76	100.00	0.00	0.24	0.00
Equipment														

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2	UNENCUMBERED							
								Working	Current	Year To Date	%	Encumbered	Balance	%	
010-00000-0-00000-82000-64000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
010-06205-0-00000-85000-64000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
							TOTAL:	64000	0.00	0.00	0.00	0.00	0.00	0.00	
							TOTAL:	60000	9,971.00	9,970.76	9,970.76	100.00	0.00	0.24	0.00
Other Tuition, Excess Costs, and/or Deficits Payments to COE															
010-00000-0-00000-92000-71420-0-0000								2,000.00	447.56	447.56	447.56	22.40	0.00	1,552.44	77.62
							TOTAL:	71420	2,000.00	447.56	447.56	22.38	0.00	1,552.44	77.62
All Other Transfers to County Offices															
010-00000-0-00000-92000-72820-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL:	72820	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs															
010-00000-0-00000-72100-73100-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-30100-0-00000-72100-73100-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-00000-72100-73100-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-42010-0-00000-72100-73100-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-42030-0-00000-72100-73100-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL:	73100	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Between General Fund and Special Reserve Fund															
010-00000-0-00000-93000-76120-0-0000								1,300,000.00	1,300,000.00	1,300,000.00	1,300,000.00	100.00	0.00	0.00	0.00
							TOTAL:	76120	1,300,000.00	1,300,000.00	1,300,000.00	100.00	0.00	0.00	0.00
From General Fund to Cafeteria Fund															
010-00000-0-00000-93000-76160-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL:	76160	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Authorized Interfund Transfers Out															
010-00000-0-00000-93000-76190-0-0000								60,000.00	56,655.73	56,655.73	56,655.73	94.40	0.00	3,344.27	5.57
							TOTAL:	76190	60,000.00	56,655.73	56,655.73	94.43	0.00	3,344.27	5.57
							TOTAL:	70000	1,362,000.00	1,357,103.29	1,357,103.29	99.64	0.00	4,896.71	0.36
TOTAL EXPENSES:								2,295,537.74	1,966,822.41	1,966,822.41	85.68	5,917.56	322,797.77	14.06	

BUDGET REPORT

BDG113

6/3/2022

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 010 - General Fund

FD	RE	PY	GO	FN	OB	SI	L2	UNENCUMBERED			
								Working	Current	Year To Date	%

SUMMARY FOR 010 - GENERAL FUND

		Current	Year To Date	%	Encumbered	Balance	%
TOTAL: INCOME	953,582.00	781,815.36	781,815.36	81.99	0.00	171,766.64	18.01
TOTAL: 1000-5000	923,566.74	599,748.36	599,748.36	64.94	5,917.56	317,900.82	34.42
TOTAL: 1000-6000	933,537.74	609,719.12	609,719.12	65.31	5,917.56	317,901.06	34.05
TOTAL: EXPENSES	2,295,537.74	1,966,822.41	1,966,822.41	85.68	5,917.56	322,797.77	14.06



SEQUOIA UNION | **ELEMENTARY SCHOOL**

7. CONSENT ACTION ITEMS – 7.2 Budget Report Charter

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 011 - General Fund - Charter School #1

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED			
								Working	Current	Year To Date	%	Encumbered	Balance	%	
LCFF State Aid Charters - Current Year															
							011-00000-0-00000-00000-80111-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL: 80111	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Education Protection Account - Charter Schools															
							011-14000-0-00000-00000-80121-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL: 80121	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
LCFF/Revenue Limit State Aid - Prior Years															
							011-00000-0-00000-00000-80190-0-0000	0.00	(660,128.47)	(660,128.47)	0.00	0.00	660,128.47	0.00	
							TOTAL: 80190	0.00	(660,128.47)	(660,128.47)	0.00	0.00	660,128.47	0.00	
LCFF/Revenue Limit State Aid Charters - Prior Years															
							011-00000-0-00000-00000-80191-0-0000	0.00	660,128.47	660,128.47	0.00	0.00	(660,128.47)	0.00	
							TOTAL: 80191	0.00	660,128.47	660,128.47	0.00	0.00	(660,128.47)	0.00	
Transfers to Charter Schools in Lieu of Property Taxes															
							011-00000-0-00000-00000-80960-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL: 80960	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Federal Revenue															
							011-32120-0-00000-00000-82900-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							011-40350-0-00000-00000-82900-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL: 82900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
State Lottery Revenue															
							011-11000-0-00000-00000-85600-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							011-63000-0-00000-00000-85600-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL: 85600	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL: 80000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL INCOME:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Substitute Teachers															
							011-00000-0-11100-10000-11002-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL: 11002	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL: 10000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

State Teachers` Retirement System, certificated positions

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 011 - General Fund - Charter School #1

FD	RE	PY	GO	FN	OB	SI	L2	Working	Current	Year To Date	%	UNENCUMBERED		
												Encumbered	Balance	%
011-00000-0-11100-10000-31010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 31010								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Medicare, Certificated Positions														
011-00000-0-11100-10000-33013-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 33013								0.00	0.00	0.00	0.00	0.00	0.00	0.00
State Unemployment Insurance, certificated positions														
011-00000-0-11100-10000-35010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 35010								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Worker`s Compensation Insurance, certificated positions														
011-00000-0-11100-10000-36010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 36010								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 30000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Materials and Supplies														
011-00000-0-00000-27000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-00000-0-00000-71500-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-00000-0-00000-72000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-00000-0-11100-10000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 43000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 40000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Dues and Memberships														
011-00000-0-00000-71500-53000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 53000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation and Housekeeping Services														
011-00000-0-00000-82000-55000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 55000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expenditures														
011-00000-0-00000-31400-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-00000-0-00000-71500-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-00000-0-00000-73000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-00000-0-00000-77000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-00000-0-00000-81100-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-00000-0-11100-10000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-32120-0-00000-31400-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 011 - General Fund - Charter School #1

FD	RE	PY	GO	FN	OB	SI	L2	UNENCUMBERED							
								Working	Current	Year To Date	%	Encumbered	Balance	%	
								TOTAL: 58000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
								TOTAL: 50000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
								TOTAL EXPENSES:	0.00	0.00	0.00	0.00	0.00	0.00	0.00

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 011 - General Fund - Charter School #1

FD	RE	PY	GO	FN	OB	SI	L2				UNENCUMBERED	
								Working	Current	Year To Date	%	Encumbered

SUMMARY FOR 011 - GENERAL FUND - CHARTER SCHOOL #1

		Current	Year To Date	%	Encumbered	Balance	%
TOTAL: INCOME	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 1000-5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 1000-6000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: EXPENSES	0.00	0.00	0.00	0.00	0.00	0.00	0.00

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED			
								Working	Current	Year To Date	%	Encumbered	Balance	%	
LCFF State Aid Charters - Current Year															
								2,314,795.00	1,165,869.98	1,165,869.98	50.40	0.00	1,148,925.02	49.63	
							TOTAL: 80111	2,314,795.00	1,165,869.98	1,165,869.98	50.37	0.00	1,148,925.02	49.63	
Education Protection Account - Charter Schools															
								62,420.00	41,497.00	41,497.00	66.50	0.00	20,923.00	33.52	
							TOTAL: 80121	62,420.00	41,497.00	41,497.00	66.48	0.00	20,923.00	33.52	
LCFF/Revenue Limit State Aid - Prior Years															
								0.00	660,128.47	660,128.47	0.00	0.00	(660,128.47)	0.00	
							TOTAL: 80190	0.00	660,128.47	660,128.47	0.00	0.00	(660,128.47)	0.00	
LCFF/Revenue Limit State Aid Charters - Prior Years															
								0.00	(3,260.00)	(3,260.00)	0.00	0.00	3,260.00	0.00	
							TOTAL: 80191	0.00	(3,260.00)	(3,260.00)	0.00	0.00	3,260.00	0.00	
Transfers to Charter Schools in Lieu of Property Taxes															
								544,565.00	400,000.00	400,000.00	73.50	0.00	144,565.00	26.55	
							TOTAL: 80960	544,565.00	400,000.00	400,000.00	73.45	0.00	144,565.00	26.55	
All Other Federal Revenue															
								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								70,373.00	55,319.00	55,319.00	78.60	0.00	15,054.00	21.39	
								0.00	(10,685.63)	(10,685.63)	0.00	0.00	10,685.63	0.00	
								42,551.00	14,362.25	14,362.25	33.80	0.00	28,188.75	66.25	
								143,919.00	97,695.54	97,695.54	67.90	0.00	46,223.46	32.12	
								244,407.00	117,978.00	117,978.00	48.30	0.00	126,429.00	51.73	
								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								2,486.00	2,485.52	2,485.52	100.00	0.00	0.48	0.02	
								28,472.00	0.00	0.00	0.00	0.00	28,472.00	100.00	
								6,535.00	0.00	0.00	0.00	0.00	6,535.00	100.00	
								18,561.00	0.00	0.00	0.00	0.00	18,561.00	100.00	
								31,996.00	0.00	0.00	0.00	0.00	31,996.00	100.00	
								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								17,624.00	14,648.55	14,648.55	83.10	0.00	2,975.45	16.88	
								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								8,900.00	4,450.00	4,450.00	50.00	0.00	4,450.00	50.00	
								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								37,051.00	0.00	0.00	0.00	0.00	37,051.00	100.00	

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
TOTAL: 82900								652,875.00	296,253.23	296,253.23	45.38	0.00	356,621.77	54.62
Mandated Cost Reimbursements														
090-00000-0-00000-00000-85500-0-0000								5,366.00	5,366.00	5,366.00	100.00	0.00	0.00	0.00
TOTAL: 85500								5,366.00	5,366.00	5,366.00	100.00	0.00	0.00	0.00
State Lottery Revenue														
090-11000-0-00000-00000-85600-0-0000								50,155.00	36,544.10	36,544.10	72.90	0.00	13,610.90	27.14
090-63000-0-00000-00000-85600-0-0000								20,000.00	4,716.48	4,716.48	23.60	0.00	15,283.52	76.42
TOTAL: 85600								70,155.00	41,260.58	41,260.58	58.81	0.00	28,894.42	41.19
All Other State Revenue														
090-26000-0-00000-00000-85900-0-0000								88,053.00	80,125.80	80,125.80	91.00	0.00	7,927.20	9.00
090-62660-0-00000-00000-85900-0-0000								56,385.00	45,108.00	45,108.00	80.00	0.00	11,277.00	20.00
090-73880-0-00000-00000-85900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74200-0-00000-00000-85900-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74220-0-00000-00000-85900-0-0000								106,898.00	106,898.00	106,898.00	100.00	0.00	0.00	0.00
090-74250-0-00000-00000-85900-0-0000								300.00	299.00	299.00	99.70	0.00	1.00	0.33
090-74260-0-00000-00000-85900-0-0000								9,541.00	9,541.00	9,541.00	100.00	0.00	0.00	0.00
TOTAL: 85900								261,177.00	241,971.80	241,971.80	92.65	0.00	19,205.20	7.35
Interest														
090-00000-0-00000-00000-86600-0-0000								100.00	(358.29)	(358.29)	0.00	0.00	458.29	458.29
TOTAL: 86600								100.00	(358.29)	(358.29)	0.00	0.00	458.29	458.29
Net Increase (Decrease) in the Fair Value of Investments														
090-00000-0-00000-00000-86620-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 86620								0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Local Revenue														
090-00000-0-00000-00000-86990-0-0000								0.00	8,000.00	8,000.00	0.00	0.00	(8,000.00)	0.00
TOTAL: 86990								0.00	8,000.00	8,000.00	0.00	0.00	(8,000.00)	0.00
Other Authorized Interfund Transfers In														
090-00000-0-00000-00000-89190-0-0000								60,000.00	56,655.73	56,655.73	94.40	0.00	3,344.27	5.57
090-90570-0-00000-00000-89190-0-0000								267,000.00	267,000.00	267,000.00	100.00	0.00	0.00	0.00
TOTAL: 89190								327,000.00	323,655.73	323,655.73	98.98	0.00	3,344.27	1.02
Contributions from Unrestricted Resources														
090-00000-0-00000-00000-89800-0-0000								(372,543.00)	(10,685.63)	(10,685.63)	2.90	0.00	(361,857.37)	97.13
090-07200-0-00000-00000-89800-0-0000								240,438.00	0.00	0.00	0.00	0.00	240,438.00	100.00

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED			
								Working	Current	Year To Date	%	Encumbered	Balance	%	
090-07230-0-00000-00000-89800-0-0000								132,105.00	0.00	0.00	0.00	0.00	132,105.00	100.00	
090-14000-0-00000-00000-89800-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090-30100-0-00000-00000-89800-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090-31820-0-00000-00000-89800-0-0000								0.00	10,685.63	10,685.63	0.00	0.00	(10,685.63)	0.00	
090-40350-0-00000-00000-89800-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								TOTAL: 89800	0.00	0.00	0.00	0.00	0.00	0.00	
								TOTAL: 80000	4,238,453.00	3,180,384.50	3,180,384.50	75.04	0.00	1,058,068.50	24.96
								TOTAL INCOME:	4,238,453.00	3,180,384.50	3,180,384.50	75.04	0.00	1,058,068.50	24.96
Certificated Teachers` Salaries															
090-00000-0-11100-10000-11000-0-0000								915,000.00	861,614.27	861,614.27	94.20	0.00	53,385.73	5.83	
090-07200-0-11100-10000-11000-0-0000								50,400.00	0.00	0.00	0.00	0.00	50,400.00	100.00	
090-14000-0-11100-10000-11000-0-0000								51,470.00	0.00	0.00	0.00	0.00	51,470.00	100.00	
090-32100-0-11100-10000-11000-0-0000								17,280.00	17,280.00	17,280.00	100.00	0.00	0.00	0.00	
090-32120-0-11100-10000-11000-0-0000								70,000.00	56,963.36	56,963.36	81.40	0.00	13,036.64	18.62	
090-32130-0-11100-10000-11000-0-0000								45,000.00	37,159.42	37,159.42	82.60	0.00	7,840.58	17.42	
090-32160-0-11100-10000-11000-0-0000								18,922.00	0.00	0.00	0.00	0.00	18,922.00	100.00	
090-32170-0-11100-10000-11000-0-0000								4,344.00	0.00	0.00	0.00	0.00	4,344.00	100.00	
090-32180-0-11100-10000-11000-0-0000								12,340.00	0.00	0.00	0.00	0.00	12,340.00	100.00	
090-32190-0-11100-10000-11000-0-0000								21,272.00	0.00	0.00	0.00	0.00	21,272.00	100.00	
090-40350-0-00000-21000-11000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090-40350-0-11100-10000-11000-0-0000								6,000.00	1,254.56	1,254.56	20.90	0.00	4,745.44	79.09	
090-74220-0-11100-10000-11000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090-74250-0-11100-10000-11000-0-0000								39,770.00	97,587.05	97,587.05	245.40	0.00	(57,817.05)	0.00	
								TOTAL: 11000	1,251,798.00	1,071,858.66	1,071,858.66	85.63	0.00	179,939.34	14.37
Substitute Teachers															
090-00000-0-11100-10000-11002-0-0000								56,000.00	36,323.48	36,323.48	64.90	0.00	19,676.52	35.14	
090-32130-0-11100-10000-11002-0-0000								10,000.00	5,965.25	5,965.25	59.70	0.00	4,034.75	40.35	
								TOTAL: 11002	66,000.00	42,288.73	42,288.73	64.07	0.00	23,711.27	35.93
Certificated Pupil Support Salaries															
090-32130-0-00000-31400-12000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								TOTAL: 12000	0.00	0.00	0.00	0.00	0.00	0.00	
Certificated Supervisors and Administrators Salaries															
090-00000-0-00000-27000-13000-0-0000								105,000.00	94,486.70	94,486.70	90.00	0.00	10,513.30	10.01	
090-07200-0-11100-21100-13000-0-0000								17,800.00	8,900.00	8,900.00	50.00	0.00	8,900.00	50.00	

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
TOTAL: 13000								122,800.00	103,386.70	103,386.70	84.19	0.00	19,413.30	15.81
Other Certificated Salaries														
090-00000-0-11100-40000-19000-0-0000								5,919.00	2,377.20	2,377.20	40.20	0.00	3,541.80	59.84
090-07200-0-00000-24200-19000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 19000								5,919.00	2,377.20	2,377.20	40.16	0.00	3,541.80	59.84
TOTAL: 10000								1,446,517.00	1,219,911.29	1,219,911.29	84.33	0.00	226,605.71	15.67
Classified Instructional Salaries														
090-00000-0-11100-10000-21000-0-0000								67,000.00	57,223.02	57,223.02	85.40	0.00	9,776.98	14.59
090-00000-0-11100-40000-21000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-11100-10000-21000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-30100-0-11100-10000-21000-0-0000								40,000.00	31,553.62	31,553.62	78.90	0.00	8,446.38	21.12
090-32100-0-11100-10000-21000-0-0000								6,450.00	6,450.00	6,450.00	100.00	0.00	0.00	0.00
090-32120-0-11100-10000-21000-0-0000								18,500.00	16,046.73	16,046.73	86.70	0.00	2,453.27	13.26
090-32130-0-11100-10000-21000-0-0000								3,000.00	1,723.16	1,723.16	57.40	0.00	1,276.84	42.56
090-58100-0-11100-10000-21000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74250-0-11100-10000-21000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 21000								134,950.00	112,996.53	112,996.53	83.73	0.00	21,953.47	16.27
Classified Support Salaries														
090-00000-0-00000-81100-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-00000-0-00000-82000-22000-0-0000								63,000.00	58,090.24	58,090.24	92.20	0.00	4,909.76	7.79
090-00000-0-11100-40000-22000-0-0000								5,919.00	5,607.00	5,607.00	94.70	0.00	312.00	5.27
090-07200-0-00000-31400-22000-0-0000								38,000.00	31,952.44	31,952.44	84.10	0.00	6,047.56	15.91
090-07200-0-00000-36000-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07230-0-00000-36000-22000-0-0000								29,200.00	27,376.77	27,376.77	93.80	0.00	1,823.23	6.24
090-32100-0-00000-31400-22000-0-0000								890.00	890.00	890.00	100.00	0.00	0.00	0.00
090-32100-0-00000-82000-22000-0-0000								1,335.00	1,335.00	1,335.00	100.00	0.00	0.00	0.00
090-32100-0-11100-31400-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32100-0-11100-40000-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32130-0-00000-31400-22000-0-0000								3,500.00	2,666.76	2,666.76	76.20	0.00	833.24	23.81
090-74200-0-00000-82000-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74250-0-00000-36000-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74250-0-00000-81100-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74250-0-00000-82000-22000-0-0000								0.00	1,142.03	1,142.03	0.00	0.00	(1,142.03)	0.00
090-74260-0-00000-36000-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74260-0-00000-81100-22000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74260-0-00000-82000-22000-0-0000								10,000.00	8,030.64	8,030.64	80.30	0.00	1,969.36	19.69

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

						UNENCUMBERED								
FD	RE	PY	GO	FN	OB	SI	L2	Working	Current	Year To Date	%	Encumbered	Balance	%
TOTAL:						22000		151,844.00	137,090.88	137,090.88	90.28	0.00	14,753.12	9.72
Classified Supervisors' and Administrators' Salaries														
090-00000-0-00000-27000-23000-0-0000								3,115.00	3,115.00	3,115.00	100.00	0.00	0.00	0.00
090-00000-0-00000-72000-23000-0-0000								76,000.00	66,870.00	66,870.00	88.00	0.00	9,130.00	12.01
090-07200-0-00000-21000-23000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07230-0-00000-36000-23000-0-0000								33,000.00	29,639.15	29,639.15	89.80	0.00	3,360.85	10.18
090-32100-0-00000-72000-23000-0-0000								1,780.00	1,780.00	1,780.00	100.00	0.00	0.00	0.00
090-32100-0-00000-81100-23000-0-0000								890.00	890.00	890.00	100.00	0.00	0.00	0.00
TOTAL:						23000		114,785.00	102,294.15	102,294.15	89.12	0.00	12,490.85	10.88
Clerical, Technical and Office Staff Salaries														
090-00000-0-00000-27000-24000-0-0000								45,000.00	30,566.20	30,566.20	67.90	0.00	14,433.80	32.08
090-00000-0-00000-72000-24000-0-0000								23,000.00	20,773.72	20,773.72	90.30	0.00	2,226.28	9.68
090-00000-0-11100-27000-24000-0-0000								0.00	8,205.57	8,205.57	0.00	0.00	(8,205.57)	0.00
090-07200-0-00000-24200-24000-0-0000								7,800.00	3,852.59	3,852.59	49.40	0.00	3,947.41	50.61
090-07200-0-00000-27000-24000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32100-0-11100-27000-24000-0-0000								890.00	890.00	890.00	100.00	0.00	0.00	0.00
090-74250-0-11100-27000-24000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74260-0-11100-27000-24000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL:						24000		76,690.00	64,288.08	64,288.08	83.83	0.00	12,401.92	16.17
Other Classified Salaries														
090-00000-0-11100-10000-29000-0-0000								55,000.00	49,307.58	49,307.58	89.70	0.00	5,692.42	10.35
090-00000-0-11100-27000-29000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-00000-24200-29000-0-0000								31,500.00	28,547.51	28,547.51	90.60	0.00	2,952.49	9.37
090-07200-0-00000-31400-29000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32100-0-00000-27000-29000-0-0000								445.00	445.00	445.00	100.00	0.00	0.00	0.00
090-32100-0-11100-10000-29000-0-0000								2,670.00	2,670.00	2,670.00	100.00	0.00	0.00	0.00
090-32130-0-00000-27000-29000-0-0000								10,340.00	8,125.23	8,125.23	78.60	0.00	2,214.77	21.42
090-32130-0-11100-10000-29000-0-0000								30,000.00	12,704.91	12,704.91	42.30	0.00	17,295.09	57.65
090-74200-0-11100-10000-29000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74250-0-11100-10000-29000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74260-0-11100-10000-29000-0-0000								1,500.00	926.07	926.07	61.70	0.00	573.93	38.26
TOTAL:						29000		131,455.00	102,726.30	102,726.30	78.15	0.00	28,728.70	21.85
TOTAL:						20000		609,724.00	519,395.94	519,395.94	85.19	0.00	90,328.06	14.81
State Teachers` Retirement System, certificated positions														
090-00000-0-00000-27000-31010-0-0000								17,000.00	15,987.18	15,987.18	94.00	0.00	1,012.82	5.96

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

						UNENCUMBERED								
FD	RE	PY	GO	FN	OB	SI	L2	Working	Current	Year To Date	%	Encumbered	Balance	%
090-00000-0-11100-10000-31010-0-0000								164,500.00	145,346.99	145,346.99	88.40	0.00	19,153.01	11.64
090-07200-0-00000-24200-31010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-11100-10000-31010-0-0000								4,158.00	0.00	0.00	0.00	0.00	4,158.00	100.00
090-07200-0-11100-21100-31010-0-0000								2,850.00	1,505.90	1,505.90	52.80	0.00	1,344.10	47.16
090-14000-0-11100-10000-31010-0-0000								8,300.00	0.00	0.00	0.00	0.00	8,300.00	100.00
090-32120-0-11100-10000-31010-0-0000								11,500.00	9,638.20	9,638.20	83.80	0.00	1,861.80	16.19
090-32130-0-11100-10000-31010-0-0000								10,000.00	6,844.21	6,844.21	68.40	0.00	3,155.79	31.56
090-32160-0-11100-10000-31010-0-0000								3,017.00	0.00	0.00	0.00	0.00	3,017.00	100.00
090-32170-0-11100-10000-31010-0-0000								692.00	0.00	0.00	0.00	0.00	692.00	100.00
090-32180-0-11100-10000-31010-0-0000								1,965.00	0.00	0.00	0.00	0.00	1,965.00	100.00
090-32190-0-11100-10000-31010-0-0000								3,387.00	0.00	0.00	0.00	0.00	3,387.00	100.00
090-40350-0-00000-21000-31010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-40350-0-11100-10000-31010-0-0000								1,195.00	212.25	212.25	17.80	0.00	982.75	82.24
090-74220-0-11100-10000-31010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74250-0-11100-10000-31010-0-0000								6,349.00	16,511.67	16,511.67	260.10	0.00	(10,162.67)	0.00
							TOTAL: 31010	234,913.00	196,046.40	196,046.40	83.45	0.00	38,866.60	16.55
State Teachers` Retirement System, classified positions														
090-00000-0-00000-27000-31020-0-0000								1,000.00	527.06	527.06	52.70	0.00	472.94	47.29
090-07200-0-00000-24200-31020-0-0000								9,050.00	4,830.26	4,830.26	53.40	0.00	4,219.74	46.63
							TOTAL: 31020	10,050.00	5,357.32	5,357.32	53.31	0.00	4,692.68	46.69
Public Employees Retirement System, certificated positions														
090-00000-0-11100-10000-32010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32130-0-00000-31400-32010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL: 32010	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Public Employees` Retirement System, classified positions														
090-00000-0-00000-27000-32020-0-0000								10,350.00	6,549.53	6,549.53	63.30	0.00	3,800.47	36.72
090-00000-0-00000-72000-32020-0-0000								22,700.00	18,973.71	18,973.71	83.60	0.00	3,726.29	16.42
090-00000-0-00000-81100-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-00000-0-00000-82000-32020-0-0000								14,500.00	13,308.58	13,308.58	91.80	0.00	1,191.42	8.22
090-00000-0-11100-10000-32020-0-0000								29,000.00	22,647.64	22,647.64	78.10	0.00	6,352.36	21.90
090-00000-0-11100-27000-32020-0-0000								0.00	2,333.06	2,333.06	0.00	0.00	(2,333.06)	0.00
090-07200-0-00000-21000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-00000-27000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-00000-31400-32020-0-0000								8,800.00	7,320.29	7,320.29	83.20	0.00	1,479.71	16.81
090-07200-0-00000-36000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-11100-10000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED			
								Working	Current	Year To Date	%	Encumbered	Balance	%	
090-07200-0-11100-27000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090-07230-0-00000-36000-32020-0-0000								14,250.00	13,062.36	13,062.36	91.70	0.00	1,187.64	8.33	
090-30100-0-11100-10000-32020-0-0000								10,000.00	7,228.94	7,228.94	72.30	0.00	2,771.06	27.71	
090-32100-0-11100-10000-32020-0-0000								115.00	114.55	114.55	99.60	0.00	0.45	0.39	
090-32120-0-11100-10000-32020-0-0000								4,500.00	3,676.33	3,676.33	81.70	0.00	823.67	18.30	
090-32130-0-00000-27000-32020-0-0000								2,369.00	1,579.12	1,579.12	66.70	0.00	789.88	33.34	
090-32130-0-00000-31400-32020-0-0000								250.00	179.74	179.74	71.90	0.00	70.26	28.10	
090-74250-0-00000-36000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090-74250-0-11100-10000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090-74250-0-11100-27000-32020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
								TOTAL: 32020	116,834.00	96,973.85	96,973.85	83.00	0.00	19,860.15	17.00
OASDI, Certificated Positions															
090-00000-0-11100-10000-33012-0-0000								1,000.00	625.71	625.71	62.60	0.00	374.29	37.43	
090-07200-0-11100-10000-33012-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090-32130-0-00000-31400-33012-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090-32130-0-11100-10000-33012-0-0000								50.00	29.41	29.41	58.80	0.00	20.59	41.18	
								TOTAL: 33012	1,050.00	655.12	655.12	62.39	0.00	394.88	37.61
Medicare, Certificated Positions															
090-00000-0-00000-27000-33013-0-0000								1,550.00	1,370.05	1,370.05	88.40	0.00	179.95	11.61	
090-00000-0-11100-10000-33013-0-0000								14,100.00	13,020.25	13,020.25	92.30	0.00	1,079.75	7.66	
090-00000-0-11100-40000-33013-0-0000								80.00	34.46	34.46	43.10	0.00	45.54	56.93	
090-07200-0-00000-24200-33013-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090-07200-0-11100-10000-33013-0-0000								731.00	0.00	0.00	0.00	0.00	731.00	100.00	
090-07200-0-11100-21100-33013-0-0000								260.00	129.09	129.09	49.70	0.00	130.91	50.35	
090-14000-0-11100-10000-33013-0-0000								760.00	0.00	0.00	0.00	0.00	760.00	100.00	
090-32100-0-11100-10000-33013-0-0000								251.00	250.56	250.56	99.80	0.00	0.44	0.18	
090-32120-0-11100-10000-33013-0-0000								1,025.00	825.99	825.99	80.60	0.00	199.01	19.42	
090-32130-0-00000-31400-33013-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090-32130-0-11100-10000-33013-0-0000								800.00	625.27	625.27	78.20	0.00	174.73	21.84	
090-32160-0-11100-10000-33013-0-0000								274.00	0.00	0.00	0.00	0.00	274.00	100.00	
090-32170-0-11100-10000-33013-0-0000								63.00	0.00	0.00	0.00	0.00	63.00	100.00	
090-32180-0-11100-10000-33013-0-0000								179.00	0.00	0.00	0.00	0.00	179.00	100.00	
090-32190-0-11100-10000-33013-0-0000								308.00	0.00	0.00	0.00	0.00	308.00	100.00	
090-40350-0-00000-21000-33013-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090-40350-0-11100-10000-33013-0-0000								109.00	18.11	18.11	16.60	0.00	90.89	83.39	
090-74220-0-11100-10000-33013-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090-74250-0-11100-10000-33013-0-0000								577.00	1,415.01	1,415.01	245.20	0.00	(838.01)	0.00	

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
TOTAL: 33013								21,067.00	17,688.79	17,688.79	83.96	0.00	3,378.21	16.04
Social Security/Medicare/Alternative, classified positions														
090-00000-0-00000-27000-33020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-00000-0-00000-72000-33020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-00000-0-11100-10000-33020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-00000-31400-33020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07230-0-00000-36000-33020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-30100-0-11100-10000-33020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32130-0-00000-31400-33020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-58100-0-11100-10000-33020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 33020								0.00	0.00	0.00	0.00	0.00	0.00	0.00
OASDI, classified positions														
090-00000-0-00000-27000-33022-0-0000								2,800.00	1,895.12	1,895.12	67.70	0.00	904.88	32.32
090-00000-0-00000-72000-33022-0-0000								6,200.00	5,433.91	5,433.91	87.60	0.00	766.09	12.36
090-00000-0-00000-81100-33022-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-00000-0-00000-82000-33022-0-0000								4,000.00	3,601.62	3,601.62	90.00	0.00	398.38	9.96
090-00000-0-11100-10000-33022-0-0000								7,750.00	6,604.89	6,604.89	85.20	0.00	1,145.11	14.78
090-00000-0-11100-27000-33022-0-0000								0.00	508.74	508.74	0.00	0.00	(508.74)	0.00
090-00000-0-11100-40000-33022-0-0000								640.00	347.62	347.62	54.30	0.00	292.38	45.68
090-07200-0-00000-21000-33022-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-00000-24200-33022-0-0000								2,500.00	238.85	238.85	9.60	0.00	2,261.15	90.45
090-07200-0-00000-27000-33022-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-00000-31400-33022-0-0000								2,400.00	1,981.08	1,981.08	82.50	0.00	418.92	17.46
090-07200-0-00000-36000-33022-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-11100-10000-33022-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07230-0-00000-36000-33022-0-0000								3,900.00	3,535.07	3,535.07	90.60	0.00	364.93	9.36
090-30100-0-11100-10000-33022-0-0000								3,000.00	1,956.34	1,956.34	65.20	0.00	1,043.66	34.79
090-32100-0-00000-27000-33022-0-0000								28.00	27.59	27.59	98.50	0.00	0.41	1.46
090-32100-0-00000-31400-33022-0-0000								56.00	55.18	55.18	98.50	0.00	0.82	1.46
090-32100-0-00000-72000-33022-0-0000								56.00	55.18	55.18	98.50	0.00	0.82	1.46
090-32100-0-00000-81100-33022-0-0000								56.00	55.18	55.18	98.50	0.00	0.82	1.46
090-32100-0-00000-82000-33022-0-0000								83.00	82.77	82.77	99.70	0.00	0.23	0.28
090-32100-0-11100-10000-33022-0-0000								566.00	565.40	565.40	99.90	0.00	0.60	0.11
090-32100-0-11100-27000-33022-0-0000								56.00	55.18	55.18	98.50	0.00	0.82	1.46
090-32120-0-11100-10000-33022-0-0000								1,200.00	994.86	994.86	82.90	0.00	205.14	17.10
090-32130-0-00000-27000-33022-0-0000								650.00	503.78	503.78	77.50	0.00	146.22	22.50
090-32130-0-00000-31400-33022-0-0000								200.00	165.34	165.34	82.70	0.00	34.66	17.33

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

						UNENCUMBERED								
FD	RE	PY	GO	FN	OB	SI	L2	Working	Current	Year To Date	%	Encumbered	Balance	%
090	32130	0	11100	10000	33022	0	0000	1,900.00	894.56	894.56	47.10	0.00	1,005.44	52.92
090	58100	0	11100	10000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74200	0	00000	82000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74200	0	11100	10000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74250	0	00000	36000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74250	0	00000	81100	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74250	0	00000	82000	33022	0	0000	0.00	70.81	70.81	0.00	0.00	(70.81)	0.00
090	74250	0	11100	10000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74250	0	11100	27000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74260	0	00000	36000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74260	0	00000	81100	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74260	0	00000	82000	33022	0	0000	620.00	497.92	497.92	80.30	0.00	122.08	19.69
090	74260	0	11100	10000	33022	0	0000	100.00	57.42	57.42	57.40	0.00	42.58	42.58
090	74260	0	11100	27000	33022	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 33022								38,761.00	30,184.41	30,184.41	77.87	0.00	8,576.59	22.13
Medicare, classified positions														
090	00000	0	00000	27000	33023	0	0000	700.00	488.34	488.34	69.80	0.00	211.66	30.24
090	00000	0	00000	72000	33023	0	0000	1,500.00	1,270.88	1,270.88	84.70	0.00	229.12	15.27
090	00000	0	00000	81100	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	00000	0	00000	82000	33023	0	0000	950.00	842.28	842.28	88.70	0.00	107.72	11.34
090	00000	0	11100	10000	33023	0	0000	1,850.00	1,544.77	1,544.77	83.50	0.00	305.23	16.50
090	00000	0	11100	27000	33023	0	0000	0.00	118.97	118.97	0.00	0.00	(118.97)	0.00
090	00000	0	11100	40000	33023	0	0000	160.00	81.29	81.29	50.80	0.00	78.71	49.19
090	07200	0	00000	21000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	07200	0	00000	24200	33023	0	0000	570.00	469.80	469.80	82.40	0.00	100.20	17.58
090	07200	0	00000	27000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	07200	0	00000	31400	33023	0	0000	575.00	463.30	463.30	80.60	0.00	111.70	19.43
090	07200	0	00000	36000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	07200	0	11100	10000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	07230	0	00000	36000	33023	0	0000	900.00	826.69	826.69	91.90	0.00	73.31	8.15
090	30100	0	11100	10000	33023	0	0000	700.00	457.52	457.52	65.40	0.00	242.48	34.64
090	32100	0	00000	27000	33023	0	0000	7.00	6.45	6.45	92.10	0.00	0.55	7.86
090	32100	0	00000	31400	33023	0	0000	13.00	12.90	12.90	99.20	0.00	0.10	0.77
090	32100	0	00000	72000	33023	0	0000	26.00	25.80	25.80	99.20	0.00	0.20	0.77
090	32100	0	00000	81100	33023	0	0000	13.00	12.90	12.90	99.20	0.00	0.10	0.77
090	32100	0	00000	82000	33023	0	0000	20.00	19.35	19.35	96.80	0.00	0.65	3.25
090	32100	0	11100	10000	33023	0	0000	133.00	132.25	132.25	99.40	0.00	0.75	0.56
090	32100	0	11100	27000	33023	0	0000	13.00	12.90	12.90	99.20	0.00	0.10	0.77

BUDGET REPORT

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED			
								Working	Current	Year To Date	%	Encumbered	Balance	%	
090	32120	0	11100	10000	33023	0	0000	300.00	232.68	232.68	77.60	0.00	67.32	22.44	
090	32130	0	00000	27000	33023	0	0000	150.00	117.83	117.83	78.60	0.00	32.17	21.45	
090	32130	0	00000	31400	33023	0	0000	50.00	38.67	38.67	77.30	0.00	11.33	22.66	
090	32130	0	11100	10000	33023	0	0000	500.00	209.17	209.17	41.80	0.00	290.83	58.17	
090	58100	0	11100	10000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	74200	0	00000	82000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	74200	0	11100	10000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	74250	0	00000	36000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	74250	0	00000	81100	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	74250	0	00000	82000	33023	0	0000	0.00	16.56	16.56	0.00	0.00	(16.56)	0.00	
090	74250	0	11100	10000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	74250	0	11100	27000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	74260	0	00000	36000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	74260	0	00000	81100	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	74260	0	00000	82000	33023	0	0000	150.00	116.45	116.45	77.60	0.00	33.55	22.37	
090	74260	0	11100	10000	33023	0	0000	20.00	13.43	13.43	67.20	0.00	6.57	32.85	
090	74260	0	11100	27000	33023	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL: 33023								9,300.00	7,531.18	7,531.18	80.98	0.00	1,768.82	19.02	
Health & Welfare Benefits, certificated positions															
090	00000	0	00000	27000	34010	0	0000	11,970.00	10,773.00	10,773.00	90.00	0.00	1,197.00	10.00	
090	00000	0	11100	10000	34010	0	0000	237,000.00	210,296.34	210,296.34	88.70	0.00	26,703.66	11.27	
090	14000	0	11100	10000	34010	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	32120	0	11100	10000	34010	0	0000	17,100.00	14,073.30	14,073.30	82.30	0.00	3,026.70	17.70	
090	32160	0	11100	10000	34010	0	0000	5,892.00	0.00	0.00	0.00	0.00	5,892.00	100.00	
090	32170	0	11100	10000	34010	0	0000	1,352.00	0.00	0.00	0.00	0.00	1,352.00	100.00	
090	32180	0	11100	10000	34010	0	0000	3,838.00	0.00	0.00	0.00	0.00	3,838.00	100.00	
090	32190	0	11100	10000	34010	0	0000	6,617.00	0.00	0.00	0.00	0.00	6,617.00	100.00	
090	74220	0	11100	10000	34010	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	74250	0	11100	10000	34010	0	0000	12,401.00	30,780.00	30,780.00	248.20	0.00	(18,379.00)	0.00	
TOTAL: 34010								296,170.00	265,922.64	265,922.64	89.79	0.00	30,247.36	10.21	
Health & Welfare Benefits, classified positions															
090	00000	0	00000	27000	34020	0	0000	7,610.00	6,848.55	6,848.55	90.00	0.00	761.45	10.01	
090	00000	0	00000	72000	34020	0	0000	22,900.00	19,023.75	19,023.75	83.10	0.00	3,876.25	16.93	
090	00000	0	00000	81100	34020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	00000	0	00000	82000	34020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	00000	0	11100	10000	34020	0	0000	11,635.00	10,471.42	10,471.42	90.00	0.00	1,163.58	10.00	
090	07200	0	00000	36000	34020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
090-07230-0-00000-36000-34020-0-0000								12,415.00	11,173.59	11,173.59	90.00	0.00	1,241.41	10.00
090-30100-0-11100-10000-34020-0-0000								15,219.00	13,696.66	13,696.66	90.00	0.00	1,522.34	10.00
TOTAL: 34020								69,779.00	61,213.97	61,213.97	87.73	0.00	8,565.03	12.27
State Unemployment Insurance, certificated positions														
090-00000-0-00000-27000-35010-0-0000								525.00	472.45	472.45	90.00	0.00	52.55	10.01
090-00000-0-11100-10000-35010-0-0000								5,000.00	4,489.91	4,489.91	89.80	0.00	510.09	10.20
090-00000-0-11100-40000-35010-0-0000								20.00	11.91	11.91	59.60	0.00	8.09	40.45
090-07200-0-00000-24200-35010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-11100-10000-35010-0-0000								252.00	0.00	0.00	0.00	0.00	252.00	100.00
090-07200-0-11100-21100-35010-0-0000								89.00	44.51	44.51	50.00	0.00	44.49	49.99
090-14000-0-11100-10000-35010-0-0000								260.00	0.00	0.00	0.00	0.00	260.00	100.00
090-32100-0-11100-10000-35010-0-0000								87.00	86.42	86.42	99.30	0.00	0.58	0.67
090-32120-0-11100-10000-35010-0-0000								350.00	284.80	284.80	81.40	0.00	65.20	18.63
090-32130-0-00000-31400-35010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32130-0-11100-10000-35010-0-0000								260.00	215.59	215.59	82.90	0.00	44.41	17.08
090-32160-0-11100-10000-35010-0-0000								95.00	0.00	0.00	0.00	0.00	95.00	100.00
090-32170-0-11100-10000-35010-0-0000								22.00	0.00	0.00	0.00	0.00	22.00	100.00
090-32180-0-11100-10000-35010-0-0000								62.00	0.00	0.00	0.00	0.00	62.00	100.00
090-32190-0-11100-10000-35010-0-0000								107.00	0.00	0.00	0.00	0.00	107.00	100.00
090-40350-0-00000-21000-35010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-40350-0-11100-10000-35010-0-0000								40.00	6.30	6.30	15.80	0.00	33.70	84.25
090-74220-0-11100-10000-35010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74250-0-11100-10000-35010-0-0000								200.00	488.00	488.00	244.00	0.00	(288.00)	0.00
TOTAL: 35010								7,369.00	6,099.89	6,099.89	82.78	0.00	1,269.11	17.22
State Unemployment Insurance, classified positions														
090-00000-0-00000-27000-35020-0-0000								225.00	621.57	621.57	276.30	0.00	(396.57)	0.00
090-00000-0-00000-72000-35020-0-0000								500.00	438.17	438.17	87.60	0.00	61.83	12.37
090-00000-0-00000-81100-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-00000-0-00000-82000-35020-0-0000								325.00	290.46	290.46	89.40	0.00	34.54	10.63
090-00000-0-11100-10000-35020-0-0000								650.00	532.60	532.60	81.90	0.00	117.40	18.06
090-00000-0-11100-27000-35020-0-0000								0.00	(412.14)	(412.14)	0.00	0.00	412.14	0.00
090-00000-0-11100-40000-35020-0-0000								100.00	28.05	28.05	28.10	0.00	71.95	71.95
090-07200-0-00000-21000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-00000-24200-35020-0-0000								200.00	162.02	162.02	81.00	0.00	37.98	18.99
090-07200-0-00000-27000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-00000-31400-35020-0-0000								200.00	159.80	159.80	79.90	0.00	40.20	20.10
090-07200-0-00000-36000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
090-07200-0-11100-10000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07230-0-00000-36000-35020-0-0000								320.00	285.01	285.01	89.10	0.00	34.99	10.93
090-30100-0-11100-10000-35020-0-0000								250.00	157.77	157.77	63.10	0.00	92.23	36.89
090-32100-0-00000-27000-35020-0-0000								3.00	2.23	2.23	74.30	0.00	0.77	25.67
090-32100-0-00000-31400-35020-0-0000								5.00	4.46	4.46	89.20	0.00	0.54	10.80
090-32100-0-00000-72000-35020-0-0000								9.00	8.92	8.92	99.10	0.00	0.08	0.89
090-32100-0-00000-81100-35020-0-0000								5.00	4.46	4.46	89.20	0.00	0.54	10.80
090-32100-0-00000-82000-35020-0-0000								7.00	6.69	6.69	95.60	0.00	0.31	4.43
090-32100-0-11100-10000-35020-0-0000								46.00	45.68	45.68	99.30	0.00	0.32	0.70
090-32100-0-11100-27000-35020-0-0000								5.00	4.46	4.46	89.20	0.00	0.54	10.80
090-32120-0-11100-10000-35020-0-0000								100.00	80.22	80.22	80.20	0.00	19.78	19.78
090-32130-0-00000-27000-35020-0-0000								53.00	40.64	40.64	76.70	0.00	12.36	23.32
090-32130-0-00000-31400-35020-0-0000								20.00	13.34	13.34	66.70	0.00	6.66	33.30
090-32130-0-11100-10000-35020-0-0000								150.00	72.14	72.14	48.10	0.00	77.86	51.91
090-58100-0-11100-10000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74200-0-00000-82000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74200-0-11100-10000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74250-0-00000-36000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74250-0-00000-81100-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74250-0-00000-82000-35020-0-0000								0.00	5.71	5.71	0.00	0.00	(5.71)	0.00
090-74250-0-11100-10000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74250-0-11100-27000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74260-0-00000-36000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74260-0-00000-81100-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74260-0-00000-82000-35020-0-0000								50.00	40.14	40.14	80.30	0.00	9.86	19.72
090-74260-0-11100-10000-35020-0-0000								10.00	4.63	4.63	46.30	0.00	5.37	53.70
090-74260-0-11100-27000-35020-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 35020								3,233.00	2,597.03	2,597.03	80.33	0.00	635.97	19.67

Worker`s Compensation Insurance, certificated positions

090-00000-0-00000-27000-36010-0-0000								1,525.00	1,612.93	1,612.93	105.80	0.00	(87.93)	0.00
090-00000-0-11100-10000-36010-0-0000								16,000.00	15,328.66	15,328.66	95.80	0.00	671.34	4.20
090-00000-0-11100-40000-36010-0-0000								120.00	40.58	40.58	33.80	0.00	79.42	66.18
090-07200-0-00000-24200-36010-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-11100-10000-36010-0-0000								1,709.00	0.00	0.00	0.00	0.00	1,709.00	100.00
090-07200-0-11100-21100-36010-0-0000								260.00	151.90	151.90	58.40	0.00	108.10	41.58
090-14000-0-11100-10000-36010-0-0000								750.00	0.00	0.00	0.00	0.00	750.00	100.00
090-32100-0-11100-10000-36010-0-0000								296.00	295.14	295.14	99.70	0.00	0.86	0.29
090-32120-0-11100-10000-36010-0-0000								1,200.00	972.44	972.44	81.00	0.00	227.56	18.96

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED			
								Working	Current	Year To Date	%	Encumbered	Balance	%	
090	32130	0	00000	31400	36010	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	32130	0	11100	10000	36010	0	0000	880.00	736.10	736.10	83.60	0.00	143.90	16.35	
090	32160	0	11100	10000	36010	0	0000	272.00	0.00	0.00	0.00	0.00	272.00	100.00	
090	32170	0	11100	10000	36010	0	0000	62.00	0.00	0.00	0.00	0.00	62.00	100.00	
090	32180	0	11100	10000	36010	0	0000	177.00	0.00	0.00	0.00	0.00	177.00	100.00	
090	32190	0	11100	10000	36010	0	0000	305.00	0.00	0.00	0.00	0.00	305.00	100.00	
090	40350	0	00000	21000	36010	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	40350	0	11100	10000	36010	0	0000	108.00	21.45	21.45	19.90	0.00	86.55	80.14	
090	74220	0	11100	10000	36010	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
090	74250	0	11100	10000	36010	0	0000	572.00	1,665.82	1,665.82	291.20	0.00	(1,093.82)	0.00	
TOTAL: 36010								24,236.00	20,825.02	20,825.02	85.93	0.00	3,410.98	14.07	

Worker`s Compensation Insurance, classified positions

090	00000	0	00000	27000	36020	0	0000	650.00	574.98	574.98	88.50	0.00	75.02	11.54
090	00000	0	00000	72000	36020	0	0000	1,700.00	1,496.19	1,496.19	88.00	0.00	203.81	11.99
090	00000	0	00000	81100	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	00000	0	00000	82000	36020	0	0000	1,100.00	991.67	991.67	90.20	0.00	108.33	9.85
090	00000	0	11100	10000	36020	0	0000	2,200.00	1,818.69	1,818.69	82.70	0.00	381.31	17.33
090	00000	0	11100	27000	36020	0	0000	0.00	140.07	140.07	0.00	0.00	(140.07)	0.00
090	00000	0	11100	40000	36020	0	0000	350.00	95.70	95.70	27.30	0.00	254.30	72.66
090	07200	0	00000	21000	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	07200	0	00000	24200	36020	0	0000	565.00	553.07	553.07	97.90	0.00	11.93	2.11
090	07200	0	00000	27000	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	07200	0	00000	31400	36020	0	0000	550.00	545.47	545.47	99.20	0.00	4.53	0.82
090	07200	0	00000	36000	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	07200	0	11100	10000	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	07230	0	00000	36000	36020	0	0000	1,060.00	973.29	973.29	91.80	0.00	86.71	8.18
090	30100	0	11100	10000	36020	0	0000	700.00	538.72	538.72	77.00	0.00	161.28	23.04
090	32100	0	00000	27000	36020	0	0000	8.00	7.60	7.60	95.00	0.00	0.40	5.00
090	32100	0	00000	31400	36020	0	0000	16.00	15.20	15.20	95.00	0.00	0.80	5.00
090	32100	0	00000	72000	36020	0	0000	31.00	30.40	30.40	98.10	0.00	0.60	1.94
090	32100	0	00000	81100	36020	0	0000	16.00	15.20	15.20	95.00	0.00	0.80	5.00
090	32100	0	00000	82000	36020	0	0000	23.00	22.80	22.80	99.10	0.00	0.20	0.87
090	32100	0	11100	10000	36020	0	0000	156.00	155.76	155.76	99.80	0.00	0.24	0.15
090	32100	0	11100	27000	36020	0	0000	16.00	15.20	15.20	95.00	0.00	0.80	5.00
090	32120	0	11100	10000	36020	0	0000	350.00	273.91	273.91	78.30	0.00	76.09	21.74
090	32130	0	00000	27000	36020	0	0000	180.00	138.74	138.74	77.10	0.00	41.26	22.92
090	32130	0	00000	31400	36020	0	0000	55.00	45.52	45.52	82.80	0.00	9.48	17.24
090	32130	0	11100	10000	36020	0	0000	435.00	246.29	246.29	56.60	0.00	188.71	43.38

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED			
								Working	Current	Year To Date	%	Encumbered	Balance	%	
090	58100	0	11100	10000	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74200	0	00000	82000	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74200	0	11100	10000	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74250	0	00000	36000	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74250	0	00000	81100	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74250	0	00000	82000	36020	0	0000	0.00	19.50	19.50	0.00	0.00	(19.50)	0.00	
090	74250	0	11100	10000	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74250	0	11100	27000	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74260	0	00000	36000	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74260	0	00000	81100	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	74260	0	00000	82000	36020	0	0000	145.00	137.12	137.12	94.60	0.00	7.88	5.43	
090	74260	0	11100	10000	36020	0	0000	30.00	15.81	15.81	52.70	0.00	14.19	47.30	
090	74260	0	11100	27000	36020	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 36020								10,336.00	8,866.90	8,866.90	85.79	0.00	1,469.10	14.21	
Other Benefits, certificated positions															
090	00000	0	00000	27000	39010	0	0000	1,486.19	1,486.19	1,486.19	100.00	0.00	0.00	0.00	0.00
090	00000	0	11100	10000	39010	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 39010								1,486.19	1,486.19	1,486.19	100.00	0.00	0.00	0.00	
TOTAL: 30000								844,584.19	721,448.71	721,448.71	85.42	0.00	123,135.48	14.58	
Approved Textbooks and Core Curricula Materials															
090	00000	0	11100	10000	41000	0	0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
090	07200	0	11100	10000	41000	0	0000	14,000.00	11,840.93	11,840.93	84.60	0.00	2,159.07	15.42	
090	11000	0	11100	10000	41000	0	0000	26,000.00	0.00	0.00	0.00	0.00	26,000.00	100.00	
090	63000	0	11100	10000	41000	0	0000	47,500.00	73,109.15	73,109.15	153.90	0.00	(25,609.15)	0.00	
TOTAL: 41000								87,500.00	84,950.08	84,950.08	97.09	0.00	2,549.92	2.91	
Books and Other Reference Materials															
090	00000	0	00000	72000	42000	0	0000	100.00	0.00	0.00	0.00	0.00	100.00	100.00	
TOTAL: 42000								100.00	0.00	0.00	0.00	0.00	100.00	100.00	
Materials and Supplies															
090	00000	0	00000	21400	43000	0	0000	2,000.00	1,249.54	1,249.54	62.50	80.08	670.38	33.52	
090	00000	0	00000	27000	43000	0	0000	5,500.00	5,874.42	5,874.42	106.80	232.10	(606.52)	0.00	
090	00000	0	00000	31400	43000	0	0000	700.00	404.83	404.83	57.80	208.69	86.48	12.35	
090	00000	0	00000	72000	43000	0	0000	3,500.00	3,170.86	3,170.86	90.60	237.12	92.02	2.63	
090	00000	0	00000	81100	43000	0	0000	4,500.00	3,448.29	3,448.29	76.60	749.24	302.47	6.72	
090	00000	0	00000	82000	43000	0	0000	3,000.00	2,763.64	2,763.64	92.10	0.00	236.36	7.88	

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2	UNENCUMBERED						
								Working	Current	Year To Date	%	Encumbered	Balance	%
090-00000-0-11100-10000-43000-0-0000								64,000.00	62,808.89	62,808.89	98.10	1,401.23	(210.12)	0.00
090-00000-0-11100-31400-43000-0-0000								500.00	189.25	189.25	37.90	0.00	310.75	62.15
090-07200-0-00000-24203-43000-0-0000								500.00	482.09	482.09	96.40	0.00	17.91	3.58
090-07200-0-11100-10000-43000-0-0000								7,000.00	4,078.35	4,078.35	58.30	402.08	2,519.57	35.99
090-07230-0-00000-36000-43000-0-0000								100.00	0.00	0.00	0.00	0.00	100.00	100.00
090-11000-0-00000-81100-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-11000-0-11100-10000-43000-0-0000								1,000.00	222.38	222.38	22.20	0.00	777.62	77.76
090-30100-0-11100-10000-43000-0-0000								504.00	0.00	0.00	0.00	0.00	504.00	100.00
090-31820-0-11100-10000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32100-0-00000-31400-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32100-0-00000-81100-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32100-0-11100-10000-43000-0-0000								7,700.00	1,855.58	1,855.58	24.10	0.00	5,844.42	75.90
090-32120-0-11100-10000-43000-0-0000								4,645.00	3,935.04	3,935.04	84.70	0.00	709.96	15.28
090-32130-0-00000-31400-43000-0-0000								10,000.00	4,825.10	4,825.10	48.30	0.00	5,174.90	51.75
090-32130-0-00000-81100-43000-0-0000								300.00	263.48	263.48	87.80	0.00	36.52	12.17
090-32130-0-00000-82000-43000-0-0000								3,600.00	3,560.33	3,560.33	98.90	96.68	(57.01)	0.00
090-32130-0-11100-10000-43000-0-0000								69,805.00	27,428.70	27,428.70	39.30	4,439.52	37,936.78	54.35
090-32150-0-00000-31400-43000-0-0000								2,486.00	1,680.90	1,680.90	67.60	0.00	805.10	32.39
090-32150-0-00000-81100-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32150-0-11100-10000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32200-0-00000-31400-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32200-0-00000-81100-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32200-0-11100-10000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-40350-0-00000-21000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-41260-0-11100-10000-43000-0-0000								0.00	396.64	396.64	0.00	0.00	(396.64)	0.00
090-41270-0-11100-10000-43000-0-0000								8,900.00	0.00	0.00	0.00	0.00	8,900.00	100.00
090-58100-0-11100-10000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-58126-0-11100-10000-43000-0-0000								445.00	8.60	8.60	1.90	436.40	0.00	0.00
090-63000-0-11100-10000-43000-0-0000								500.00	214.10	214.10	42.80	0.00	285.90	57.18
090-73880-0-00000-31400-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74200-0-00000-31400-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74220-0-11100-10000-43000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-74250-0-11100-10000-43000-0-0000								0.00	102.67	102.67	0.00	0.00	(102.67)	0.00
090-90570-0-00000-27000-43000-0-0000								400.00	61.36	61.36	15.30	0.00	338.64	84.66
090-90570-0-00000-72000-43000-0-0000								1,500.00	47.56	47.56	3.20	308.44	1,144.00	76.27
090-90570-0-00000-81100-43000-0-0000								51.12	51.12	51.12	100.00	0.00	0.00	0.00
TOTAL: 43000								203,136.12	129,123.72	129,123.72	63.57	8,591.58	65,420.82	32.21

Non-Capitalized Equipment

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2	UNENCUMBERED						
								Working	Current	Year To Date	%	Encumbered	Balance	%
090-00000-0-00000-27000-44000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-00000-0-00000-31400-44000-0-0000								2,648.00	2,647.88	2,647.88	100.00	0.00	0.12	0.00
090-00000-0-00000-72000-44000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-00000-0-00000-81100-44000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-00000-0-00000-82000-44000-0-0000								5,200.00	5,142.57	5,142.57	98.90	0.00	57.43	1.10
090-00000-0-11100-10000-44000-0-0000								6,000.00	5,874.87	5,874.87	97.90	0.00	125.13	2.09
090-07200-0-00000-31400-44000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-11100-10000-44000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-11000-0-00000-81100-44000-0-0000								10,000.00	0.00	0.00	0.00	0.00	10,000.00	100.00
090-11000-0-11100-10000-44000-0-0000								1,000.00	467.01	467.01	46.70	0.00	532.99	53.30
090-32130-0-11100-10000-44000-0-0000								15,000.00	14,850.60	14,850.60	99.00	0.00	149.40	1.00
090-32150-0-11100-10000-44000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32200-0-00000-24200-44000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32200-0-00000-27000-44000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32200-0-00000-72000-44000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32200-0-11100-10000-44000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-41260-0-00000-72000-44000-0-0000								0.00	618.99	618.99	0.00	0.00	(618.99)	0.00
090-41260-0-11100-10000-44000-0-0000								0.00	4,500.38	4,500.38	0.00	0.00	(4,500.38)	0.00
090-90570-0-00000-27000-44000-0-0000								7,000.00	4,730.66	4,730.66	67.60	2,917.69	(648.35)	0.00
090-90570-0-00000-72000-44000-0-0000								2,500.00	1,461.96	1,461.96	58.50	912.48	125.56	5.02
							TOTAL: 44000	49,348.00	40,294.92	40,294.92	81.65	3,830.17	5,222.91	10.58
							TOTAL: 40000	340,084.12	254,368.72	254,368.72	74.80	12,421.75	73,293.65	21.55
Subagreements for Services														
090-07230-0-00000-36000-51000-0-0000								33,000.00	26,583.57	26,583.57	80.60	5,907.48	508.95	1.54
							TOTAL: 51000	33,000.00	26,583.57	26,583.57	80.56	5,907.48	508.95	1.54
Travel and Conferences														
090-00000-0-00000-27000-52000-0-0000								1,000.00	301.55	301.55	30.20	0.00	698.45	69.85
090-00000-0-00000-72000-52000-0-0000								5,000.00	4,555.43	4,555.43	91.10	247.95	196.62	3.93
090-00000-0-11100-10000-52000-0-0000								10,500.00	9,930.68	9,930.68	94.60	422.75	146.57	1.40
090-07200-0-00000-74100-52000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-11100-10000-52000-0-0000								3,000.00	2,100.00	2,100.00	70.00	610.00	290.00	9.67
090-30100-0-11100-10000-52000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32120-0-11100-10000-52000-0-0000								1,149.00	1,148.10	1,148.10	99.90	0.00	0.90	0.08
090-32130-0-00000-74100-52000-0-0000								223.00	0.00	0.00	0.00	0.00	223.00	100.00
090-32130-0-11100-10000-52000-0-0000								3,000.00	1,148.10	1,148.10	38.30	0.00	1,851.90	61.73
090-40350-0-00000-21000-52000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED		
								Working	Current	Year To Date	%	Encumbered	Balance	%
090-40350-0-00000-24200-52000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-40350-0-00000-74100-52000-0-0000								2,670.00	2,670.00	2,670.00	100.00	0.00	0.00	0.00
090-40350-0-11100-10000-52000-0-0000								1,500.00	801.00	801.00	53.40	571.58	127.42	8.49
090-73110-0-00000-74100-52000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-73880-0-00000-72000-52000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL: 52000	28,042.00	22,654.86	22,654.86	80.79	1,852.28	3,534.86	12.61
Dues and Memberships														
090-00000-0-00000-27000-53000-0-0000								3,000.00	2,689.55	2,689.55	89.70	0.00	310.45	10.35
090-00000-0-00000-72000-53000-0-0000								800.00	756.50	756.50	94.60	0.00	43.50	5.44
090-40350-0-00000-24200-53000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-40350-0-00000-27000-53000-0-0000								600.00	578.50	578.50	96.40	0.00	21.50	3.58
							TOTAL: 53000	4,400.00	4,024.55	4,024.55	91.47	0.00	375.45	8.53
Other Insurance														
090-00000-0-00000-72000-54500-0-0000								27,000.00	26,951.87	26,951.87	99.80	0.00	48.13	0.18
090-07230-0-00000-36000-54500-0-0000								2,000.00	0.00	0.00	0.00	0.00	2,000.00	100.00
							TOTAL: 54500	29,000.00	26,951.87	26,951.87	92.94	0.00	2,048.13	7.06
Operation and Housekeeping Services														
090-00000-0-00000-81100-55000-0-0000								500.00	0.00	0.00	0.00	0.00	500.00	100.00
090-00000-0-00000-82000-55000-0-0000								153,000.00	144,851.91	144,851.91	94.70	8,788.41	(640.32)	0.00
							TOTAL: 55000	153,500.00	144,851.91	144,851.91	94.37	8,788.41	(140.32)	0.00
Rentals, Leases, Repairs and Non-Capitalized Improvements														
090-00000-0-00000-27000-56000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-00000-0-00000-81100-56000-0-0000								2,500.00	2,097.69	2,097.69	83.90	0.00	402.31	16.09
090-00000-0-00000-82000-56000-0-0000								15,000.00	10,101.84	10,101.84	67.30	0.00	4,898.16	32.65
090-07230-0-00000-36000-56000-0-0000								960.00	0.00	0.00	0.00	0.00	960.00	100.00
090-32200-0-00000-81100-56000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-90570-0-00000-81100-56000-0-0000								300.00	2,504.46	2,504.46	834.80	0.00	(2,204.46)	0.00
							TOTAL: 56000	18,760.00	14,703.99	14,703.99	78.38	0.00	4,056.01	21.62
Professional/Consulting Services and Operating Expenditures														
090-00000-0-00000-24200-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-00000-0-00000-27000-58000-0-0000								35,000.00	34,617.75	34,617.75	98.90	1,060.49	(678.24)	0.00
090-00000-0-00000-31400-58000-0-0000								30,000.00	13,515.41	13,515.41	45.10	4,415.14	12,069.45	40.23
090-00000-0-00000-36000-58000-0-0000								404.00	403.21	403.21	99.80	0.00	0.79	0.20
090-00000-0-00000-72000-58000-0-0000								10,000.00	7,369.01	7,369.01	73.70	1,722.80	908.19	9.08
090-00000-0-00000-73000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2	UNENCUMBERED						
								Working	Current	Year To Date	%	Encumbered	Balance	%
090-00000-0-00000-77000-58000-0-0000								30,776.00	16,565.96	16,565.96	53.80	0.00	14,210.04	46.17
090-00000-0-00000-81100-58000-0-0000								70,000.00	63,701.40	63,701.40	91.00	6,908.48	(609.88)	0.00
090-00000-0-00000-82000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-00000-0-11100-10000-58000-0-0000								10,000.00	5,247.84	5,247.84	52.50	54.51	4,697.65	46.98
090-06205-0-00000-85000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-07200-0-00000-31400-58000-0-0000								679.00	678.46	678.46	99.90	0.00	0.54	0.08
090-07200-0-00000-72000-58000-0-0000								12,460.00	0.00	0.00	0.00	0.00	12,460.00	100.00
090-07200-0-11100-10000-58000-0-0000								7,891.00	2,205.24	2,205.24	27.90	1,913.50	3,772.26	47.80
090-07200-0-11100-24200-58000-0-0000								700.00	667.50	667.50	95.40	0.00	32.50	4.64
090-07230-0-00000-36000-58000-0-0000								1,000.00	177.11	177.11	17.70	0.00	822.89	82.29
090-11000-0-00000-72000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-11000-0-11100-31400-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-30100-0-11100-10000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32100-0-11100-10000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32120-0-11100-10000-58000-0-0000								12,000.00	11,013.22	11,013.22	91.80	0.00	986.78	8.22
090-32130-0-00000-27000-58000-0-0000								500.00	50.00	50.00	10.00	0.00	450.00	90.00
090-32130-0-11100-10000-58000-0-0000								20,000.00	14,712.92	14,712.92	73.60	2,554.30	2,732.78	13.66
090-32130-0-11100-31100-58000-0-0000								1,187.00	0.00	0.00	0.00	1,186.90	0.10	0.01
090-32140-0-11100-10000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32200-0-00000-24200-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-32200-0-11100-10000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-40350-0-00000-21000-58000-0-0000								5,402.00	0.00	0.00	0.00	0.00	5,402.00	100.00
090-42010-0-11100-10000-58000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
090-58126-0-00000-81100-58000-0-0000								3,552.00	3,551.10	3,551.10	100.00	0.00	0.90	0.03
090-63000-0-11100-10000-58000-0-0000								8,000.00	7,530.75	7,530.75	94.10	0.00	469.25	5.87
090-90570-0-00000-82000-58000-0-0000								2,225.00	2,160.72	2,160.72	97.10	0.00	64.28	2.89
TOTAL: 58000								261,776.00	184,167.60	184,167.60	70.35	19,816.12	57,792.28	22.08
Communications														
090-00000-0-00000-82000-59000-0-0000								45,000.00	35,539.80	35,539.80	79.00	1,711.02	7,749.18	17.22
TOTAL: 59000								45,000.00	35,539.80	35,539.80	78.98	1,711.02	7,749.18	17.22
TOTAL: 50000								573,478.00	459,478.15	459,478.15	80.12	38,075.31	75,924.54	13.24
Buildings and Improvement of Buildings														
090-90570-0-00000-85000-62000-0-0000								80,673.00	80,672.56	80,672.56	100.00	0.00	0.44	0.00
TOTAL: 62000								80,673.00	80,672.56	80,672.56	100.00	0.00	0.44	0.00
Equipment														
090-00000-0-00000-82000-64000-0-0000								0.00	0.00	0.00	0.00	0.00	0.00	0.00

BUDGET REPORT

FY: 2022

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FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2	Working	Current	Year To Date	%	UNENCUMBERED			
												Encumbered	Balance	%	
							TOTAL:	64000	0.00	0.00	0.00	0.00	0.00	0.00	
							TOTAL:	60000	80,673.00	80,672.56	80,672.56	100.00	0.00	0.44	0.00
Other Tuition, Excess Costs, and/or Deficits Payments to COE															
							090-00000-0-00000-92000-71420-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL:	71420	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs															
							090-00000-0-00000-72100-73100-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							090-30100-0-00000-72100-73100-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							090-40350-0-00000-72100-73100-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL:	73100	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL:	70000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							TOTAL EXPENSES:	3,895,060.31	3,255,275.37	3,255,275.37	83.57	50,497.06	589,287.88	15.13	

BUDGET REPORT

BDG113

6/3/2022

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 090 - Charter Schools Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED	
								Working	Current	Year To Date	%	Encumbered	Balance

SUMMARY FOR 090 - CHARTER SCHOOLS SPECIAL REVENUE FUND

		Current	Year To Date	%	Encumbered	Balance	%
TOTAL: INCOME	4,238,453.00	3,180,384.50	3,180,384.50	75.04	0.00	1,058,068.50	24.96
TOTAL: 1000-5000	3,814,387.31	3,174,602.81	3,174,602.81	83.23	50,497.06	589,287.44	15.45
TOTAL: 1000-6000	3,895,060.31	3,255,275.37	3,255,275.37	83.57	50,497.06	589,287.88	15.13
TOTAL: EXPENSES	3,895,060.31	3,255,275.37	3,255,275.37	83.57	50,497.06	589,287.88	15.13



SEQUOIA UNION | **ELEMENTARY SCHOOL**

7. Consent Action Items 7.3 Cafeteria Report

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 130 - Cafeteria Special Revenue Fund

						UNENCUMBERED								
FD	RE	PY	GO	FN	OB	SI	L2	Working	Current	Year To Date	%	Encumbered	Balance	%
Child Nutrition Programs														
	130-53100-0-00000-00000-82200-0-0000							175,000.00	148,435.69	148,435.69	84.80	0.00	26,564.31	15.18
	TOTAL: 82200							175,000.00	148,435.69	148,435.69	84.82	0.00	26,564.31	15.18
Child Nutrition														
	130-53100-0-00000-00000-85200-0-0000							20,000.00	16,024.66	16,024.66	80.10	0.00	3,975.34	19.88
	TOTAL: 85200							20,000.00	16,024.66	16,024.66	80.12	0.00	3,975.34	19.88
Food Service Sales														
	130-53100-0-00000-00000-86340-0-0000							1,000.00	1,048.09	1,048.09	104.80	0.00	(48.09)	0.00
	TOTAL: 86340							1,000.00	1,048.09	1,048.09	104.81	0.00	(48.09)	0.00
Interest														
	130-53100-0-00000-00000-86600-0-0000							250.00	207.66	207.66	83.10	0.00	42.34	16.94
	TOTAL: 86600							250.00	207.66	207.66	83.06	0.00	42.34	16.94
Net Increase (Decrease) in the Fair Value of Investments														
	130-53100-0-00000-00000-86620-0-0000							0.00	(141.50)	(141.50)	0.00	0.00	141.50	0.00
	TOTAL: 86620							0.00	(141.50)	(141.50)	0.00	0.00	141.50	0.00
To Cafeteria Fund, From General Fund														
	130-53100-0-00000-00000-89160-0-0000							0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL: 89160							0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL: 80000							196,250.00	165,574.60	165,574.60	84.37	0.00	30,675.40	15.63
	TOTAL INCOME:							196,250.00	165,574.60	165,574.60	84.37	0.00	30,675.40	15.63
Classified Support Salaries														
	130-53100-0-00000-37000-22000-0-0000							26,000.00	22,339.44	22,339.44	85.90	0.00	3,660.56	14.08
	TOTAL: 22000							26,000.00	22,339.44	22,339.44	85.92	0.00	3,660.56	14.08
Classified Supervisors' and Administrators' Salaries														
	130-53100-0-00000-37000-23000-0-0000							56,000.00	51,168.92	51,168.92	91.40	0.00	4,831.08	8.63
	TOTAL: 23000							56,000.00	51,168.92	51,168.92	91.37	0.00	4,831.08	8.63
	TOTAL: 20000							82,000.00	73,508.36	73,508.36	89.64	0.00	8,491.64	10.36
Public Employees` Retirement System, classified positions														
	130-53100-0-00000-37000-32020-0-0000							18,900.00	16,840.71	16,840.71	89.10	0.00	2,059.29	10.90
	TOTAL: 32020							18,900.00	16,840.71	16,840.71	89.10	0.00	2,059.29	10.90

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 130 - Cafeteria Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2	UNENCUMBERED							
								Working	Current	Year To Date	%	Encumbered	Balance	%	
Social Security/Medicare/Alternative, classified positions															
							130-53100-0-00000-37000-33020-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
							TOTAL: 33020	0.00	0.00	0.00	0.00	0.00	0.00		
OASDI, classified positions															
							130-53100-0-00000-37000-33022-0-0000	5,100.00	4,557.55	4,557.55	89.40	0.00	542.45	10.64	
							TOTAL: 33022	5,100.00	4,557.55	4,557.55	89.36	0.00	542.45	10.64	
Medicare, classified positions															
							130-53100-0-00000-37000-33023-0-0000	1,200.00	1,065.85	1,065.85	88.80	0.00	134.15	11.18	
							TOTAL: 33023	1,200.00	1,065.85	1,065.85	88.82	0.00	134.15	11.18	
Health & Welfare Benefits, classified positions															
							130-53100-0-00000-37000-34020-0-0000	17,100.00	15,390.00	15,390.00	90.00	0.00	1,710.00	10.00	
							TOTAL: 34020	17,100.00	15,390.00	15,390.00	90.00	0.00	1,710.00	10.00	
State Unemployment Insurance, classified positions															
							130-53100-0-00000-37000-35020-0-0000	450.00	367.57	367.57	81.70	0.00	82.43	18.32	
							TOTAL: 35020	450.00	367.57	367.57	81.68	0.00	82.43	18.32	
Worker`s Compensation Insurance, classified positions															
							130-53100-0-00000-37000-36020-0-0000	1,200.00	1,254.90	1,254.90	104.60	0.00	(54.90)	0.00	
							TOTAL: 36020	1,200.00	1,254.90	1,254.90	104.58	0.00	(54.90)	0.00	
							TOTAL: 30000	43,950.00	39,476.58	39,476.58	89.82	0.00	4,473.42	10.18	
Materials and Supplies															
							130-53100-0-00000-37000-43000-0-0000	5,000.00	3,333.30	3,333.30	66.70	0.00	1,666.70	33.33	
							TOTAL: 43000	5,000.00	3,333.30	3,333.30	66.67	0.00	1,666.70	33.33	
Non-Capitalized Equipment															
							130-53100-0-00000-37000-44000-0-0000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
							TOTAL: 44000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Food															
							130-53100-0-00000-37000-47000-0-0000	60,000.00	44,929.81	44,929.81	74.90	7,990.74	7,079.45	11.80	
							TOTAL: 47000	60,000.00	44,929.81	44,929.81	74.88	7,990.74	7,079.45	11.80	
							TOTAL: 40000	65,000.00	48,263.11	48,263.11	74.25	7,990.74	8,746.15	13.46	
Travel and Conferences															
							130-53100-0-00000-37000-52000-0-0000	100.00	9.86	9.86	9.90	0.00	90.14	90.14	

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 130 - Cafeteria Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2	UNENCUMBERED						
								Working	Current	Year To Date	%	Encumbered	Balance	%
							TOTAL: 52000	100.00	9.86	9.86	9.86	0.00	90.14	90.14
							TOTAL: 50000	100.00	9.86	9.86	9.86	0.00	90.14	90.14
							TOTAL EXPENSES:	191,050.00	161,257.91	161,257.91	84.41	7,990.74	21,801.35	11.41

BUDGET REPORT

FY: 2022

9:30:52AM

FROM: 7/1/2021 TO 5/31/2022

FUND: 130 - Cafeteria Special Revenue Fund

FD	RE	PY	GO	FN	OB	SI	L2					UNENCUMBERED	
								Working	Current	Year To Date	%	Encumbered	Balance

SUMMARY FOR 130 - CAFETERIA SPECIAL REVENUE FUND

		Current	Year To Date	%	Encumbered	Balance	%
TOTAL: INCOME	196,250.00	165,574.60	165,574.60	84.37	0.00	30,675.40	15.63
TOTAL: 1000-5000	191,050.00	161,257.91	161,257.91	84.41	7,990.74	21,801.35	11.41
TOTAL: 1000-6000	191,050.00	161,257.91	161,257.91	84.41	7,990.74	21,801.35	11.41
TOTAL: EXPENSES	191,050.00	161,257.91	161,257.91	84.41	7,990.74	21,801.35	11.41



7. CONSENT ACTION ITEMS: 7.4 Enrollment Report District

Attendance Summary By Grade

Sequoia Union Elementary School 04/11/2022 to 05/06/2022 = 10 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
8	34	0	0	0	34	340	0	0	17.00	323.00	32.30	95.00%
Subtotal	34	0	0	0	34	340	0	0	17.00	323.00	32.30	95.00%
Grand Total	34	0	0	0	34	340	0	0	17.00	323.00	32.30	95.00%

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date _____

Report Calculations

$((\text{Carry Fwd} + \text{Gain} - \text{Mult. Gain}) \times \text{School Days}) = \text{Actual Days}$

$\text{Actual Days} - (\text{Off Track} + \text{Days N/E} + \text{Days Absent}) = \text{Days Attd}$

$[\text{Days Attd} / (\text{Actual Days} - \text{Off Track} - \text{Days N/E})] \times 100 = \text{ADA\%}$

[Note: Multiple gains are for students that entered more than one time during the report time span.]



7. CONSENT ACTION ITEMS: 7.5 Enrollment Report Charter

Attendance Summary By Grade

Sequoia Union Charter School

04/11/2022 to 05/06/2022 = 10 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
0	49	0	0	0	49	490	0	0	23.00	467.00	46.70	95.31%
Subtotal	49	0	0	0	49	490	0	0	23.00	467.00	46.70	95.31%
1	38	0	0	0	38	380	0	0	17.00	363.00	36.30	95.53%
2	37	0	0	0	37	370	0	0	17.00	353.00	35.30	95.41%
3	40	0	0	0	40	400	0	0	25.00	375.00	37.50	93.75%
Subtotal	115	0	0	0	115	1150	0	0	59.00	1091.00	109.10	94.87%
4	40	0	0	0	40	400	0	0	28.00	372.00	37.20	93.00%
5	43	0	0	0	43	430	0	0	31.00	399.00	39.90	92.79%
6	37	0	0	0	37	370	0	0	18.00	352.00	35.20	95.14%
Subtotal	120	0	0	0	120	1200	0	0	77.00	1123.00	112.30	93.58%
7	45	0	0	0	45	450	0	0	32.00	418.00	41.80	92.89%
Subtotal	45	0	0	0	45	450	0	0	32.00	418.00	41.80	92.89%
Grand Total	329	0	0	0	329	3290	0	0	191.00	3099.00	309.90	94.19%

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date _____

Report Calculations

$((\text{Carry Fwd} + \text{Gain} - \text{Mult. Gain}) \times \text{School Days}) = \text{Actual Days}$

$\text{Actual Days} - (\text{Off Track} + \text{Days N/E} + \text{Days Absent}) = \text{Days Attd}$

$[\text{Days Attd} / (\text{Actual Days} - \text{Off Track} - \text{Days N/E})] \times 100 = \text{ADA\%}$

[Note: Multiple gains are for students that entered more than one time during the report time span.]



SEQUOIA UNION | **ELEMENTARY SCHOOL**

7. Consent Action Items 7.6 Payroll Report

Tulare County Office of Education
Order to Pay/Payroll Transmittal
 Form PS04P - Payroll

Month/Day/Year: 05/02/2022

Instructions

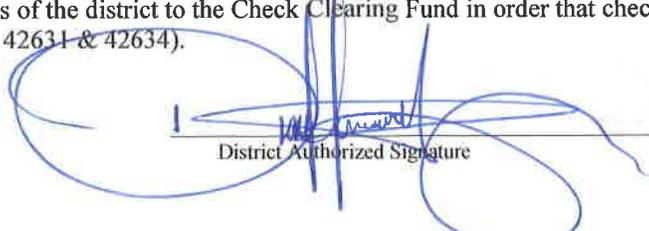
Only Districts that submit payroll to TCOE for input will use this form. This form serves as a transmittal document and an Order from an authorized District employee for payment of payroll. The total amount of Gross Payroll indicated on the form must agree with the Payroll Input Work Sheet submitted with the PS04P Form.

Districts that perform their own payroll input will sign and submit the Order to Pay on the last page of their Payroll Final printout rather than use this form.

TCOE Personnel will input the Personnel Data from the PS01 Form for all Districts that do not have access to the computer system. Districts should check the box at the bottom of Form PS01 indicating if the Personnel Data has already been input.

Document	Certificate Payroll	Classified Payroll
Payroll Input W/S Enclosed	x Yes	X Yes
Form PS01 Employee Personnel Data Sheets	No. Enclosed	No. Enclosed
Form PS02 Voluntary Deductions	No. Enclosed _____	No. Enclosed _____
Form PS03 Employee Distribution Additions	No. Enclosed	No. Enclosed
Form W-4 Withholding	No. Enclosed	No. Enclosed
Automatic Payroll Deposit Form Authorization	No. Enclosed	No. Enclosed
PERS Action Form		No. Enclosed _____
Total Gross Payroll Must attach Adding Machine Tape	\$5,139.00 \$5,138.94 Total Amount \$5,139.00	Total Amount \$3,409.66

The Sequoia Union Elementary School District hereby orders that payment be made to each of the employees of the district in the amounts indicated as per the following attached schedules and that County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).


 District Authorized Signature

05/02/2022
 Date

TCOE Processing

Verify inclusion of number of documents indicated. Verify agreement of adding machine tape to Total Gross Payroll on form. If separate staff members input Certificated and Classified payroll, make copy of this form for other staff member. If any PS01 forms require Personnel Data input, they should be sent to TCOE Personnel for handling. Make copy of form to verify the Final Payroll Register totals before release of Payroll to District.

Date Received by TCOE _____

Received & Processed By _____



SEQUOIA UNION | **ELEMENTARY SCHOOL**

7. Consent Action Items 7.7 [Vendor Payment Report](#)

Tulare County Office of Education
Detailed Check Register
Date Paid: 4/29/2022 12:00:00AM

Check No	Vendor No	Vendor Name	PO #	Reference	Invoice	Account Code	Amount	Audit	
				Number	Date			Invoice No	Flag
			220357	PV-221488	4 / 28 / 22	42855	010-90570-0-00000-82000-58000-0-0000	\$176.31	00
			220357	PV-221489	4 / 28 / 22	42855	090-90570-0-00000-82000-58000-0-0000	\$1,426.47	00
						62093503	Check Total:	\$1,602.78	
62093504	014036	Infinity Communications							
			220368	PV-221532	4 / 28 / 22	13715	010-00000-0-00000-71500-58000-0-0000	\$89.38	00
			220368	PV-221533	4 / 28 / 22	13715	090-00000-0-00000-27000-58000-0-0000	\$723.12	00
						62093504	Check Total:	\$812.50	
62093505	013944	Insignia Software Corp.							
			220355	PV-221482	4 / 28 / 22	5826	010-07200-0-11100-24200-58000-0-0000	\$82.50	00
			220355	PV-221483	4 / 28 / 22	5826	090-07200-0-11100-24200-58000-0-0000	\$667.50	00
						62093505	Check Total:	\$750.00	
62093506	013867	Kellie Zerlang							
				PV-221521	4 / 28 / 22	4.26.22	010-00000-0-11100-10000-43000-0-0000	\$136.97	00
				PV-221521	4 / 28 / 22	4.26.22	090-00000-0-11100-10000-43000-0-0000	\$1,108.18	00
						62093506	Check Total:	\$1,245.15	
62093507	013709	Key Evidence Lock & Safe							
			220022	PV-221518	4 / 28 / 22	130905	010-00000-0-00000-81100-43000-0-0000	\$2.86	00
			220022	PV-221519	4 / 28 / 22	130905	090-00000-0-00000-81100-43000-0-0000	\$23.18	00
						62093507	Check Total:	\$26.04	
62093508	013774	Lozano-Smith							
			220363	PV-221512	4 / 28 / 22	0011029	010-00000-0-00000-71500-58000-0-0000	\$48.86	00
			220363	PV-221513	4 / 28 / 22	001029	090-00000-0-00000-27000-58000-0-0000	\$395.29	00
						62093508	Check Total:	\$444.15	
62093509	013171	OFFICE DEPOT							
			220017	PV-221484	4 / 28 / 22	234222638001	010-00000-0-00000-72000-43000-0-0000	\$11.69	00
			220017	PV-221485	4 / 28 / 22	234222638001	090-00000-0-00000-72000-43000-0-0000	\$94.54	00
			220017	PV-221500	4 / 28 / 22	233992959001	010-00000-0-00000-27000-43000-0-0000	\$7.31	00
			220017	PV-221501	4 / 28 / 22	233992959001	090-00000-0-00000-27000-43000-0-0000	\$59.17	00
			220017	PV-221502	4 / 28 / 22	537196685001	010-00000-0-00000-27000-43000-0-0000	\$1.29	00
			220017	PV-221503	4 / 28 / 22	237196685001	090-00000-0-00000-27000-43000-0-0000	\$10.42	00
			220366	PV-221526	4 / 28 / 22	237196464001	010-90570-0-00000-72000-43000-0-0000	\$5.88	00
			220366	PV-221527	4 / 28 / 22	237196464001	090-90570-0-00000-72000-43000-0-0000	\$47.56	00
						62093509	Check Total:	\$237.86	

Tulare County Office of Education
Detailed Check Register
Date Paid: 4/29/2022 12:00:00AM

Check No	Vendor No	Vendor Name	PO #	Reference	Invoice		Account Code	Audit			
				Number	Date	Invoice No		Amount	Flag	1099	
62093510	013972	Office Source 360									
			220359	PV-221494	4 / 28 / 22	2022-215	010-90570-0-00000-27000-44000-0-0000	\$206.00		00	
			220359	PV-221495	4 / 28 / 22	2022-215	090-90570-0-00000-27000-44000-0-0000	\$1,666.70		00	
			220358	PV-221496	4 / 28 / 22	2020-211	010-90570-0-00000-27000-44000-0-0000	\$180.69		00	
			220358	PV-221497	4 / 28 / 22	2020-211	010-90570-0-00000-72000-44000-0-0000	\$180.69		00	
			220358	PV-221498	4 / 28 / 22	2020-211	090-90570-0-00000-27000-44000-0-0000	\$1,461.96		00	
			220358	PV-221499	4 / 28 / 22	2020-211	090-90570-0-00000-72000-44000-0-0000	\$1,461.96		00	
								62093510	Check Total:	\$5,158.00	
62093511	014208	Oscars Cabinet									
			220360	PV-221492	4 / 28 / 22	1224	010-90570-0-00000-27000-44000-0-0000	\$198.00		00	
			220360	PV-221493	4 / 28 / 22	1224	090-90570-0-00000-27000-44000-0-0000	\$1,602.00		00	
								62093511	Check Total:	\$1,800.00	
62093512	013282	PATRICIA DELMAN									
				PV-221520	4 / 28 / 22	4.25.22	010-00000-0-11100-10000-52000-0-0000	\$11.00		00	
				PV-221520	4 / 28 / 22	4.25.22	090-00000-0-11100-10000-52000-0-0000	\$89.00		00	
								62093512	Check Total:	\$100.00	
62093513	014207	ServiceMaster By Benevento									
			220352	PV-221486	4 / 28 / 22	22-0820-JAN-CO	010-90570-0-00000-85000-62000-0-0000	\$3,176.92		00	
			220352	PV-221487	4 / 28 / 22	22-0820-JAN-CO	090-90570-0-00000-85000-62000-0-0000	\$25,704.18	E	00	
								62093513	Check Total:	\$28,881.10	
62093514	013948	Staples Advantage, Dept. LA									
			220295	PV-221470	4 / 28 / 22	8065785124	010-07200-0-11100-10000-43000-0-0000	\$9.88	H	00	
			220295	PV-221471	4 / 28 / 22	8065785124	090-07200-0-11100-10000-43000-0-0000	\$79.93		00	
			220263	PV-221504	4 / 28 / 22	8065867181	010-00000-0-00000-27000-43000-0-0000	\$9.59		00	
			220263	PV-221505	4 / 28 / 22	8065867181	090-00000-0-00000-27000-43000-0-0000	\$77.57		00	
								62093514	Check Total:	\$176.97	
62093515	014034	Stevens Refrigeration Heating									
			220365	PV-221524	4 / 28 / 22	66919041922	010-00000-0-00000-81100-58000-0-0000	\$514.85		06	
			220365	PV-221525	4 / 28 / 22	66919041922	090-00000-0-00000-81100-58000-0-0000	\$4,165.59	L	06	
								62093515	Check Total:	\$4,680.44	
62093516	013705	The Foothills Sun Gazette									
			220362	PV-221508	4 / 28 / 22	Sequoia Union	010-00000-0-00000-71500-58000-0-0000	\$82.83		00	
			220362	PV-221509	4 / 28 / 22	Sequoia Union	090-00000-0-00000-27000-58000-0-0000	\$670.17		00	

42 Sequoia Union Elementary School
District APY

Tulare County Office of Education
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Check No	Vendor No	Vendor Name	PO #	Reference Number	Invoice Date	Invoice No	Account Code	Amount	Audit Flag	1099
								62093516	Check Total:	\$753.00
62093517	013416	VISALIA UNIFIED		PV-221469	4 / 27 / 22	873	010-00099-0-00000-00000-86990-0-0000	\$3,222.10	G	00
								62093517	Check Total:	\$3,222.10
62093518	014085	Water System Solutions LLC		220182	PV-221506	4 / 28 / 22	010-00000-0-00000-81100-58000-0-0000	\$228.80		00
				220182	PV-221507	4 / 28 / 22	090-00000-0-00000-81100-58000-0-0000	\$1,851.20		00
				220182	PV-221522	4 / 28 / 22	010-00000-0-00000-81100-58000-0-0000	\$2.94		00
				220182	PV-221523	4 / 28 / 22	090-00000-0-00000-81100-58000-0-0000	\$23.76		00
								62093518	Check Total:	\$2,106.70
80058248	014133	Amazon Business		220326	PV-221516	4 / 28 / 22	010-00000-0-00000-31400-43000-0-0000	\$0.89		00
				220326	PV-221517	4 / 28 / 22	090-00000-0-00000-31400-43000-0-0000	\$7.18		00
				220351	PV-221534	4 / 28 / 22	130-53100-0-00000-37000-43000-0-0000	\$1,091.84		00
								80058248	Check Total:	\$1,099.91
80058249	013747	Mission Uniform Service		220353	PV-221472	4 / 28 / 22	010-00000-0-00000-82000-55000-0-0000	\$26.25		00
				220353	PV-221473	4 / 28 / 22	090-00000-0-00000-82000-55000-0-0000	\$212.38		00
				220353	PV-221474	4 / 28 / 22	010-00000-0-00000-82000-55000-0-0000	\$59.17		00
				220353	PV-221475	4 / 28 / 22	090-00000-0-00000-82000-55000-0-0000	\$478.76		00
				220353	PV-221476	4 / 28 / 22	010-00000-0-00000-82000-55000-0-0000	\$142.66		00
				220353	PV-221477	4 / 28 / 22	090-00000-0-00000-82000-55000-0-0000	\$1,154.23		00
								80058249	Check Total:	\$2,073.45
								District Total:	\$57,702.84	

42 Sequoia Union Elementary School
District APY

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Check No	Vendor No	Vendor Name	PO #	Reference Number	Invoice Date	Invoice No	Account Code	Amount	Audit Flag	1099
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Fund Totals:

Fund	Fund Title	Amount
0900	Charter Schools Special Revenue Fund	\$47,516.17
0100	General Fund	\$9,094.83
1300	Cafeteria Special Revenue Fund	\$1,091.84
Grand Total:		\$57,702.84

Tulare County Office of Education
Detailed Check Register
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Check No	Vendor No	Vendor Name	PO #	Reference	Invoice	Invoice No	Account Code	Amount	Audit	
				Number	Date				Flag	1099
62095983	012923	ARAMARK Uniform Services	220020	PV-221542	5 / 5 / 22	503000527233	010-00000-0-00000-31400-58000-0-0000	\$3.06		00
			220020	PV-221543	5 / 5 / 22	503000527233	090-00000-0-00000-31400-58000-0-0000	\$24.76		00
62095983 Check Total:								\$27.82		
62095984	014205	EG & Sons Inc.	220378	PV-221551	5 / 5 / 22	1013	010-00000-0-00000-81100-58000-0-0000	\$592.63		00
			220378	PV-221552	5 / 5 / 22	1013	090-00000-0-00000-81100-58000-0-0000	\$4,794.87	L	00
62095984 Check Total:								\$5,387.50		
62095985	014020	Frontier	220125	PV-221544	5 / 5 / 22	20914807100123985	010-00000-0-00000-82000-55000-0-0000	\$12.57		00
			220125	PV-221545	5 / 5 / 22	20914807100123985	090-00000-0-00000-82000-55000-0-0000	\$101.70		00
62095985 Check Total:								\$114.27		
62095986	012018	SMART & FINAL IRIS CO.	220228	PV-221535	5 / 5 / 22	3847110003802	130-53100-0-00000-37000-47000-0-0000	\$19.39	M	00
			220369	PV-221536	5 / 5 / 22	3847110003901	010-00000-0-11100-10000-43000-0-0000	\$18.36	M	00
			220369	PV-221537	5 / 5 / 22	3847110003901	090-00000-0-11100-10000-43000-0-0000	\$148.56	M	00
62095986 Check Total:								\$186.31		
62095987	014131	T-Mobile	220373	PV-221558	5 / 5 / 22	970392559	010-32130-0-11100-10000-58000-0-0000	\$66.00		00
			220373	PV-221559	5 / 5 / 22	970392559	090-32130-0-11100-10000-58000-0-0000	\$534.00		00
62095987 Check Total:								\$600.00		
62095988	013853	Tulare Co. Office of Education	220372	PV-221556	5 / 5 / 22	22015	010-00000-0-11100-10000-52000-0-0000	\$4.40		00
			220372	PV-221557	5 / 5 / 22	222015	090-00000-0-11100-10000-52000-0-0000	\$35.60		00
62095988 Check Total:								\$40.00		
62095989	013416	VISALIA UNIFIED	220136	PV-221568	5 / 5 / 22	13247	010-07230-0-00000-36000-51000-0-0000	\$365.07		00
			220136	PV-221569	5 / 5 / 22	1327	090-07230-0-00000-36000-51000-0-0000	\$2,953.73		00
62095989 Check Total:								\$3,318.80		
62095990	013403	Waste Management	220021	PV-221564	5 / 5 / 22	34300125009	010-00000-0-00000-82000-55000-0-0000	\$71.22		00
			220021	PV-221565	5 / 5 / 22	34300125009	090-00000-0-00000-82000-55000-0-0000	\$576.25		00
			220021	PV-221566	5 / 5 / 22	94552655000	010-00000-0-00000-82000-55000-0-0000	\$9.41		00

Tulare County Office of Education
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Check No	Vendor No	Vendor Name	PO #	Reference Number	Invoice Date	Invoice No	Account Code	Amount	Audit Flag	1099
			220021	PV-221567	5 / 5 / 22	94552655000	090-00000-0-00000-82000-55000-0-0000	\$76.12	00	
62095990 Check Total:								\$733.00		
62095991	006424	WOODLAKE HARDWARE CO								
			220264	PV-221538	5 / 5 / 22	A155537	010-00000-0-00000-81100-43000-0-0000	\$9.56	00	
			220264	PV-221539	5 / 5 / 22	A155537	090-00000-0-00000-81100-43000-0-0000	\$77.33	00	
			220264	PV-221540	5 / 5 / 22	A152889	010-00000-0-00000-81100-43000-0-0000	\$8.39	00	
			220264	PV-221541	5 / 5 / 22	A152889	090-00000-0-00000-81100-43000-0-0000	\$67.89	00	
			220374	PV-221560	5 / 5 / 22	A155711	010-58126-0-11100-10000-43000-0-0000	\$1.06	00	
			220374	PV-221561	5 / 5 / 22	A155711	090-58126-0-11100-10000-43000-0-0000	\$8.60	00	
			220375	PV-221562	5 / 5 / 22	A154086	010-90570-0-00000-81100-43000-0-0000	\$6.32	00	
			220375	PV-221563	5 / 5 / 22	A154086	090-90570-0-00000-81100-43000-0-0000	\$51.12	00	
62095991 Check Total:								\$230.27		
80058526	014133	Amazon Business								
			220370	PV-221553	5 / 5 / 22	1Y94-7K6c-QD3G	010-00000-0-11100-10000-43000-0-0000	\$128.20	00	
			220371	PV-221554	5 / 5 / 22	1MHN-NWQF-1KXN	010-00000-0-00000-31400-43000-0-0000	\$1.71	00	
			220371	PV-221555	5 / 5 / 22	1MHN-NWQF-1KXN	090-00000-0-00000-31400-43000-0-0000	\$13.81	00	
80058526 Check Total:								\$143.72		
80058527	013951	GoTo Communications								
			220018	PV-221546	5 / 5 / 22	IN7101134730	010-00000-0-00000-82000-59000-0-0000	\$101.04	00	
			220018	PV-221547	5 / 5 / 22	IN7101134730	090-00000-0-00000-82000-59000-0-0000	\$847.79	00	
80058527 Check Total:								\$948.83		
80058528	013747	Mission Uniform Service								
			220353	PV-221548	5 / 5 / 22	516962267	010-00000-0-00000-82000-55000-0-0000	\$64.52	00	
			220353	PV-221549	5 / 5 / 22	516962267	090-00000-0-00000-82000-55000-0-0000	\$522.07	00	
80058528 Check Total:								\$586.59		
80058529	012151	PRODUCERS								
			220345	PV-221550	5 / 5 / 22	57826491	130-53100-0-00000-37000-47000-0-0000	\$616.86	00	
80058529 Check Total:								\$616.86		
District Total:								\$12,933.97		

42 Sequoia Union Elementary School
DISTRICT APY

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Check No	Vendor No	Vendor Name	PO #	Reference Number	Invoice Date	Invoice No	Account Code	Audit Amount	Flag	1099
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Fund Totals:

Fund	Fund Title	Amount
0900	Charter Schools Special Revenue Fund	\$10,834.20
0100	General Fund	\$1,463.52
1300	Cafeteria Special Revenue Fund	\$636.25
Grand Total:		\$12,933.97

Tulare County Office of Education
Detailed Check Register
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Check No	Vendor No	Vendor Name	PO #	Reference	Invoice	Account Code	Amount	Audit	
				Number	Date			Invoice No	Flag
62097768	013553	AAA Quality Services	220078	PV-221581	5 / 12 / 22	7004670	010-00000-0-00000-81100-58000-0-0000	\$76.60	00
			220078	PV-221582	5 / 12 / 22	7004670	090-00000-0-00000-81100-58000-0-0000	\$619.74	00
							62097768	Check Total:	\$696.34
62097769	012923	ARAMARK Uniform Services	220020	PV-221571	5 / 12 / 22	503000527233	010-00000-0-00000-31400-58000-0-0000	\$3.06	00
			220020	PV-221572	5 / 12 / 22	503000527233	090-00000-0-00000-31400-58000-0-0000	\$24.76	00
			220020	PV-221575	5 / 12 / 22	503000531775	010-00000-0-00000-31400-58000-0-0000	\$3.06	00
			220020	PV-221576	5 / 12 / 22	503000531775	090-00000-0-00000-31400-58000-0-0000	\$24.76	00
			220020	PV-221586	5 / 12 / 22	503000522709	010-00000-0-00000-31400-58000-0-0000	\$3.06	00
			220020	PV-221587	5 / 12 / 22	503000522709	090-00000-0-00000-31400-58000-0-0000	\$24.76	00
62097770	013374	CASBO	220379	PV-221594	5 / 12 / 22	000186996	010-00000-0-00000-72000-52000-0-0000	\$93.50	00
			220379	PV-221595	5 / 12 / 22	000186996	090-00000-0-00000-72000-52000-0-0000	\$756.50	00
							62097770	Check Total:	\$850.00
62097771	014113	Diana Hernandez		PV-221593	5 / 12 / 22	5.12.22	090-00000-0-00000-72000-52000-0-0000	\$12.75	00
				PV-221593	5 / 12 / 22	5.12.22	010-00000-0-00000-72000-52000-0-0000	\$1.58	00
							62097771	Check Total:	\$14.33
62097772	014045	Janessa Ragsdale		PV-221585	5 / 12 / 22	5.9.22	090-00000-0-11100-10000-43000-0-0000	\$286.51	00
				PV-221585	5 / 12 / 22	5.9.22	010-00000-0-11100-10000-43000-0-0000	\$35.41	00
							62097772	Check Total:	\$321.92
62097773	013867	Kellie Zerlang		PV-221584	5 / 12 / 22	5.6.22	090-00000-0-11100-10000-43000-0-0000	\$121.34	00
				PV-221584	5 / 12 / 22	5.6.22	010-00000-0-11100-10000-43000-0-0000	\$15.00	00
							62097773	Check Total:	\$136.34
62097774	013709	Key Evidence Lock & Safe	220022	PV-221588	5 / 12 / 22	130905	010-00000-0-00000-81100-43000-0-0000	\$2.86	00
			220022	PV-221589	5 / 12 / 22	130905	090-00000-0-00000-81100-43000-0-0000	\$23.18	00
							62097774	Check Total:	\$26.04
62097775	012998	MAJOR SYSCO							

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Check No	Vendor No	Vendor Name	PO #	Reference Number	Invoice Date	Invoice No	Account Code	Amount	Audit Flag	1099
			220293	PV-221570	5 / 12 / 22	751834	130-53100-0-00000-37000-47000-0-0000	\$1,120.02		00
							62097775	Check Total:		\$1,120.02
62097776	012977	SCHOOL SERVICES OF CALIFORNIA								
			220321	PV-221591	5 / 12 / 22	W121616	010-00000-0-00000-72000-52000-0-0000	\$30.25		00
			220321	PV-221592	5 / 12 / 22	W121616	090-00000-0-00000-72000-52000-0-0000	\$244.75		00
							62097776	Check Total:		\$275.00
62097777	013076	SISC III								
				PV-221583	5 / 12 / 22	May	010-00000-0-00000-00000-95024-0-0000	\$41,482.60	G	00
							62097777	Check Total:		\$41,482.60
62097778	013179	UNITED RENTALS NORTHWEST, INC.								
				PV-221590	5 / 12 / 22	5595672	090-90570-0-00000-81100-56000-0-0000	\$2,219.66	D	00
				PV-221590	5 / 12 / 22	5595672	010-90570-0-00000-81100-56000-0-0000	\$274.34		00
							62097778	Check Total:		\$2,494.00
80058854	014133	Amazon Business								
			220061	PV-221573	5 / 12 / 22	11CH-LL1F-HMLL	010-00000-0-00000-81100-43000-0-0000	\$4.26		00
			220061	PV-221574	5 / 12 / 22	11CH-LL1F-HMLL	090-00000-0-00000-81100-43000-0-0000	\$34.44		00
			220326	PV-221577	5 / 12 / 22	1TF6-1VJ4-6W76	010-00000-0-00000-31400-43000-0-0000	\$5.72		00
			220326	PV-221578	5 / 12 / 22	1TF6-1VJ4-6W76	090-00000-0-00000-31400-43000-0-0000	\$46.26		00
							80058854	Check Total:		\$90.68
80058855	013747	Mission Uniform Service								
			220353	PV-221579	5 / 12 / 22	517004819	010-00000-0-00000-82000-55000-0-0000	\$79.29		00
			220353	PV-221580	5 / 12 / 22	517004819	090-00000-0-00000-82000-55000-0-0000	\$641.49		00
							80058855	Check Total:		\$720.78
District Total:								\$48,311.51		

42 Sequoia Union Elementary School

District APY

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Check No	Vendor No	Vendor Name	PO #	Reference Number	Invoice Date	Invoice No	Account Code	Amount	Audit Flag	1099
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Fund Totals:

Fund	Fund Title	Amount
0100	General Fund	\$42,110.59
0900	Charter Schools Special Revenue Fund	\$5,080.90
1300	Cafeteria Special Revenue Fund	\$1,120.02
Grand Total:		\$48,311.51

Tulare County Office of Education
Detailed Check Register
Date Paid: 5/27/2022 12:00:00AM

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Check No	Vendor No	Vendor Name	PO #	Reference	Invoice	Account Code	Audit						
				Number	Date		Invoice No	Amount	Flag	1099			
62100124	013553	AAA Quality Services	220078	PV-221666	5 / 25 / 22	00324510	010-00000-0-00000-81100-58000-0-0000	\$38.01		00			
			220078	PV-221667	5 / 25 / 22	00324510	090-00000-0-00000-81100-58000-0-0000	\$307.57		00			
							62100124	Check Total:	\$345.58				
62100125	012923	ARAMARK Uniform Services	220020	PV-221657	5 / 25 / 22	503000536166	090-00000-0-00000-31400-58000-0-0000	\$24.76		00			
			220020	PV-221658	5 / 25 / 22	503000536166	010-00000-0-00000-31400-58000-0-0000	\$3.06		00			
			220020	PV-221670	5 / 25 / 22	603000540246	010-00000-0-00000-31400-58000-0-0000	\$3.06		00			
			220020	PV-221671	5 / 25 / 22	503000540246	090-00000-0-00000-31400-58000-0-0000	\$24.76		00			
							62100125	Check Total:	\$55.64				
62100126	013192	AT&T	220044	PV-221605	5 / 18 / 22	0207858057001	010-00000-0-00000-82000-59000-0-0000	\$6.23		00			
			220044	PV-221606	5 / 18 / 22	0207858057001	090-00000-0-00000-82000-59000-0-0000	\$50.42		00			
							62100126	Check Total:	\$56.65				
62100127	013206	AT&T WIRELESS	220049	PV-221603	5 / 18 / 22	287259272862	010-00000-0-00000-82000-59000-0-0000	\$79.72		00			
			220049	PV-221604	5 / 18 / 22	287259272862	090-00000-0-00000-82000-59000-0-0000	\$645.00		00			
							62100127	Check Total:	\$724.72				
62100128	013123	BANK OF THE SIERRA	220394	PV-221641	5 / 18 / 22	2172572955	010-00000-0-00000-71500-58000-0-0000	\$1.65	M	00			
			220394	PV-221642	5 / 18 / 22	2172572955	090-00000-0-00000-27000-58000-0-0000	\$13.34	M	00			
			220393	PV-221643	5 / 18 / 22	5.18.22	010-00000-0-00000-71500-43000-0-0000	\$81.91	M	00			
			220393	PV-221644	5 / 18 / 22	5.18.22	090-00000-0-00000-27000-43000-0-0000	\$662.69	M	00			
			220335	PV-221645	5 / 18 / 22	5.16.22	010-00000-0-11100-10000-58000-0-0000	\$5.23	M	00			
			220335	PV-221646	5 / 18 / 22	5.16.22	090-00000-0-11100-10000-58000-0-0000	\$42.28	M	00			
			220395	PV-221647	5 / 18 / 22	5.12.2022	010-00000-0-00000-72000-43000-0-0000	\$2.96	M	00			
			220395	PV-221648	5 / 18 / 22	5.12.22	090-00000-0-00000-72000-43000-0-0000	\$23.97	M	00			
			220094	PV-221650	5 / 18 / 22	5.11.22	090-00000-0-11100-10000-43000-0-0000	\$12.92	M	00			
			220396	PV-221651	5 / 18 / 22	4.27.22	010-00000-0-00000-82000-55000-0-0000	\$9.95	M	00			
			220396	PV-221652	5 / 18 / 22	4.27.22	090-00000-0-00000-82000-55000-0-0000	\$80.54	M	00			
			220094	PV-221653	5 / 18 / 22	4.11.2022	090-00000-0-11100-10000-43000-0-0000	\$12.92	M	00			
			220395	PV-221654	5 / 18 / 22	4.12.22	010-00000-0-00000-72000-43000-0-0000	\$2.96	M	00			
			220395	PV-221655	5 / 18 / 22	4.12.22	090-00000-0-00000-72000-43000-0-0000	\$23.97	M	00			
										62100128	Check Total:	\$977.29	

Tulare County Office of Education
Detailed Check Register
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Check No	Vendor No	Vendor Name	PO #	Reference	Invoice		Account Code	Amount	Audit	
				Number	Date	Invoice No			Flag	1099
62100129	012779	CDE-Food Distribution Program	220089	PV-221596	5 / 18 / 22	22SF-41411	130-53100-0-00000-37000-47000-0-0000	\$59.85		00
								62100129	Check Total:	\$59.85
62100130	013883	Central Valley Business Forms	220382	PV-221636	5 / 18 / 22	239911	010-00000-0-00000-72000-43000-0-0000	\$89.41		00
			220382	PV-221637	5 / 18 / 22	239911	090-00000-0-00000-27000-43000-0-0000	\$723.37		00
			220380	PV-221638	5 / 18 / 22	239886	010-00000-0-11100-10000-43000-0-0000	\$29.98		00
			220380	PV-221639	5 / 18 / 22	239886	090-00000-0-11100-10000-43000-0-0000	\$234.52		00
								62100130	Check Total:	\$1,077.28
62100131	014113	Diana Hernandez		PV-221659	5 / 25 / 22	ProCare Reimbur	010-00000-0-00000-00000-86990-0-0000	\$14.00	G	00
								62100131	Check Total:	\$14.00
62100132	014205	EG & Sons Inc.	220389	PV-221622	5 / 18 / 22	1018	010-00000-0-00000-81100-58000-0-0000	\$112.60		00
			220389	PV-221623	5 / 18 / 22	1018	090-00000-0-00000-81100-58000-0-0000	\$911.02		00
								62100132	Check Total:	\$1,023.62
62100133	013885	Food 4 Thought, LLC.	220173	PV-221600	5 / 18 / 22	45929	130-53100-0-00000-37000-47000-0-0000	\$193.44		00
								62100133	Check Total:	\$193.44
62100134	013867	Kellie Zerlang		PV-221660	5 / 25 / 22	5.16.22	090-00000-0-11100-10000-43000-0-0000	\$342.44		00
				PV-221660	5 / 25 / 22	5.16.22	010-00000-0-11100-10000-43000-0-0000	\$42.32		00
								62100134	Check Total:	\$384.76
62100135	013774	Lozano-Smith	220386	PV-221628	5 / 18 / 22	21262805/2162805	010-00000-0-00000-71500-58000-0-0000	\$119.43		00
			220386	PV-221629	5 / 18 / 22	2162805/2162806	090-00000-0-00000-27000-58000-0-0000	\$966.27		00
								62100135	Check Total:	\$1,085.70
62100136	014209	Padre Associates, Inc	220391	PV-221619	5 / 18 / 22	2022-818	350-77100-0-00000-85000-62000-0-0000	\$4,500.00		00
								62100136	Check Total:	\$4,500.00
62100137	012977	SCHOOL SERVICES OF CALIFORNIA	220400	PV-221672	5 / 25 / 22	W122154-IN	010-00000-0-00000-72000-52000-0-0000	\$30.25		00
			220400	PV-221673	5 / 25 / 22	W122154-IN	090-00000-0-00000-72000-52000-0-0000	\$244.75		00

Tulare County Office of Education
Detailed Check Register
Date Paid: 5/27/2022 12:00:00AM

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62100138	013717	School Works Inc									
			220388	PV-221624	5 / 18 / 22	3966	010-00000-0-00000-71500-58000-0-0000	\$275.00		00	
			220388	PV-221625	5 / 18 / 22	3966	090-00000-0-00000-27000-58000-0-0000	\$2,225.00	L	00	
								62100138	Check Total:	\$2,500.00	
62100139	014207	ServiceMaster By Benevento									
			220352	PV-221601	5 / 18 / 22	723039	010-90570-0-00000-85000-62000-0-0000	\$3,396.92		00	
			220352	PV-221602	5 / 18 / 22	723039	090-90570-0-00000-85000-62000-0-0000	\$27,484.19	E	00	
			220352	PV-221615	5 / 18 / 22	723039	010-90570-0-00000-85000-62000-0-0000	\$3,396.92		00	
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								62100139	Check Total:	\$61,762.22	
62100140	005383	SOUTHERN CALIF EDISON CO									
			220042	PV-221607	5 / 18 / 22	7000146877747	010-00000-0-00000-82000-55000-0-0000	\$201.22		00	
			220042	PV-221608	5 / 18 / 22	700146877747	090-00000-0-00000-82000-55000-0-0000	\$1,628.05		00	
			220042	PV-221609	5 / 18 / 22	700146604632	010-00000-0-00000-82000-55000-0-0000	\$29.68		00	
			220042	PV-221610	5 / 18 / 22	700146604632	090-00000-0-00000-82000-55000-0-0000	\$240.10		00	
			220042	PV-221611	5 / 18 / 22	700145161655	010-00000-0-00000-82000-55000-0-0000	\$531.12		00	
			220042	PV-221612	5 / 18 / 22	700145161655	090-00000-0-00000-82000-55000-0-0000	\$4,297.20		00	
			220042	PV-221613	5 / 18 / 22	700145346400	010-00000-0-00000-82000-55000-0-0000	\$15.07		00	
			220042	PV-221614	5 / 18 / 22	700145346460	090-00000-0-00000-82000-55000-0-0000	\$121.96		00	
								62100140	Check Total:	\$7,064.40	
62100141	013960	Spence Fence Co. Enterprises									
			220387	PV-221626	5 / 18 / 22	19816	010-58126-0-00000-81100-58000-0-0000	\$438.90		00	
			220387	PV-221627	5 / 18 / 22	19816	090-58126-0-00000-81100-58000-0-0000	\$3,551.10	L	00	
								62100141	Check Total:	\$3,990.00	
62100142	013948	Staples Advantage, Dept. LA									
			220062	PV-221661	5 / 25 / 22	8066255152	010-00000-0-11100-10000-43000-0-0000	\$24.04		00	
			220062	PV-221662	5 / 25 / 22	8066255152	090-00000-0-11100-10000-43000-0-0000	\$194.47		00	
			220397	PV-221678	5 / 25 / 22	8066180342	010-00000-0-11100-10000-43000-0-0000	\$52.14		00	
			220397	PV-221679	5 / 25 / 22	8066180342	090-00000-0-11100-10000-43000-0-0000	\$421.85		00	
								62100142	Check Total:	\$692.50	
62100143	014034	Stevens Refrigeration Heating									
			220385	PV-221630	5 / 18 / 22	689851050622	010-00000-0-00000-81100-58000-0-0000	\$86.08		06	
			220385	PV-221631	5 / 18 / 22	68951050622	090-00000-0-00000-81100-58000-0-0000	\$696.49		06	

Tulare County Office of Education
Detailed Check Register
Date Paid: 5/27/2022 12:00:00AM

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							62100143	Check Total:	\$782.57	
62100144	014085	Water System Solutions LLC								
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			220182	PV-221599	5 / 18 / 22	228	090-00000-0-00000-81100-58000-0-0000	\$240.30		00
							62100144	Check Total:	\$270.00	
62100145	013878	Willitts Pump								
			220392	PV-221617	5 / 18 / 22	42598	010-00000-0-00000-81100-58000-0-0000	\$18.24		00
			220392	PV-221618	5 / 18 / 22	42598	090-00000-0-00000-81100-58000-0-0000	\$147.56		00
							62100145	Check Total:	\$165.80	
80059235	014133	Amazon Business								
			220384	PV-221632	5 / 18 / 22	1L1W-C716-H46N	010-00000-0-00000-72000-43000-0-0000	\$26.15		00
			220384	PV-221633	5 / 18 / 22	1L1W-C716-H46N	090-00000-0-00000-72000-43000-0-0000	\$211.55		00
			220061	PV-221668	5 / 25 / 22	11NW-HM97-7NQH	010-00000-0-00000-81100-43000-0-0000	\$9.99		00
			220061	PV-221669	5 / 25 / 22	11NW-HM97-7NQH	090-00000-0-00000-81100-43000-0-0000	\$80.81		00
			220399	PV-221674	5 / 25 / 22	1F1P-XZKQP-46QR	010-90570-0-00000-27000-43000-0-0000	\$7.58		00
			220399	PV-221675	5 / 25 / 22	1F1P-XZKQP-46QR	090-90570-0-00000-27000-43000-0-0000	\$61.36		00
			220398	PV-221676	5 / 25 / 22	149D-LKHH-MCCG	010-00000-0-11100-10000-43000-0-0000	\$15.75		00
			220398	PV-221677	5 / 25 / 22	149D-LKHH-MCCG	090-00000-0-11100-10000-43000-0-0000	\$127.47		00
							80059235	Check Total:	\$540.66	
80059236	011909	CULLIGAN WATER CONDITIONING								
			220383	PV-221634	5 / 18 / 22	16774	010-00000-0-00000-82000-55000-0-0000	\$68.36		00
			220383	PV-221635	5 / 18 / 22	16774	090-00000-0-00000-82000-55000-0-0000	\$621.48		00
							80059236	Check Total:	\$689.84	
80059237	013747	Mission Uniform Service								
			220390	PV-221620	5 / 18 / 22	517047112	010-00000-0-00000-82000-55000-0-0000	\$88.82		00
			220390	PV-221621	5 / 18 / 22	517047112	090-00000-0-00000-82000-55000-0-0000	\$718.62		00
			220390	PV-221663	5 / 25 / 22	517090666	010-00000-0-00000-82000-55000-0-0000	\$71.88		00
			220390	PV-221664	5 / 25 / 22	517090666	090-00000-0-00000-82000-55000-0-0000	\$575.02		00
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80059238	012151	PRODUCERS								
			220345	PV-221597	5 / 18 / 22	57838122	130-53100-0-00000-37000-47000-0-0000	\$289.58		00
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			220381	PV-221665	5 / 25 / 22	57850134	130-53100-0-00000-37000-47000-0-0000	\$627.08		00

42 Sequoia Union Elementary School
 District APY

Tulare County Office of Education
Detailed Check Register
 Date Paid: 5/27/2022 12:00:00AM

5/27/2022
 8:42:46AM

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 APY250

Check No	Vendor No	Vendor Name	PO #	Reference Number	Invoice Date	Invoice No	Account Code	Audit Amount	Flag	1099
							80059238	Check Total:	\$1,662.84	
							District Total:	\$92,348.70		

Fund Totals:

Fund	Fund Title	Amount
0900	Charter Schools Special Revenue Fund	\$76,476.28
0100	General Fund	\$9,456.29
3500	County School Facilities Fund - New Construction	\$4,500.00
1300	Cafeteria Special Revenue Fund	\$1,916.13
Grand Total:		\$92,348.70



8. OTHER ACTION ITEMS: 8.1 Approve the Minutes of the April 7, 2022 Regular Board Meeting



**Board of Trustees
Regular Board Meeting Minutes
April 7, 2022**

The Board of Trustees of the Sequoia Union School District held in a public Board Meeting in the Sequoia Union Gymnasium April 7, 2022 at 6:00 p.m.

Members Present

Brad Ward, Lane Anderson, Nicole Ray, James McNulty, Anna Eynaud

Members Absent

Visitors Present

Ken Horn, Diana Hernandez,

1. Call to Order

Board President, Lane Anderson called the meeting to order at 6:00p.m.

2. Flag Salute

Board President, Lane Anderson led in the flag salute

3. Agenda Approval

On the motion of Anna Eynaud seconded by Nicole Ray the Board votes to approve the agenda.

4. Comments from the Public

Mr. Horn read comments from Mrs. Burkhart and Mrs. Karjala, Ciara Machado also shared open comments

5. Student Academic Competition Award Acknowledgment

5.1 History Day

Superintendent Ken Horn presents History Day awards to students.

5.2 Math Super Bowl

Superintendent Ken Horn presents Math Super Bowl Day awards to students.

6. Discussion & Reports

6.1 Superintendent Report

Superintendent Ken Horn, presents updates at Sequoia Union: Poetry & Prose, Baseball Accomplishments, Flood Damages, Testing (LCAP). PTC: Joey Howell updates the Board regarding the turnout of the Golf Tournament and Track Meet.

6.2 AG Farm Report

Superintendent Ken Horn, reports out current status of the Ag Farm. Nicole Ray suggests that Sequoia Union reconsider an official name other than "Ag Farm".

6.3 Academic Data Report

Jenna Holly, presents academic data report.

6.4 LCAP Stakeholder Surveys

Jenna Holly, presents Stakeholder/Staff/Students surveys.

On the motion of Nicole Ray seconded by Anna Eynaud the Board votes to move agenda item 6.7 to 6.4



6.5 Title I Apportionment Miscalculation

Diana Hernandez, Business Manager updates the Board about the Title I miscalculation that has been repaid during this year's apportionment.

6.6 Business Report

Diana Hernandez, Business Manager presents the monthly business report.

6.7 Audit Report

Brenda Daddino, Auditor for M. Green & Co presents the 2020/2021 Audit report.

7. Consent Action Items

7.1 Budget Report

7.2 Budget Report Charter

7.3 Cafeteria Report

7.4 Enrollment Report Charter

7.5 Enrollment Report District

7.6 Payroll Report

7.7 Vendor Payment Report

On the motion of Nicole Ray, seconded by Anna Eynaud the board moves to approve Consent Action Items 7.1 through 7.7.

8. Other Action Items

8.1 Approve Minutes of the February 10, 2022 Regular Board Meeting

On the motion of Nicole Ray, seconded by Anna Eynaud the Board moves to table the February 10, 2022 Regular Board Meeting.

8.2 Approve Minutes of the March 10, 2022 Regular Board Meeting

On the motion of Nicole Ray, seconded by Anna Eynaud the Board moves to table the March 10, 2022 Regular Board Meeting.

8.3 Approve 2020/2021 Audit Report

On the motion of Anna Eynaud, seconded by Nicole Ray the Board votes to approve the 2020/2021 Audit Report.

8.4 Approve 2nd Interim Budget Revision

On the motion of Anna Eynaud, seconded by Nicole Ray the Board votes to approve the 2nd Interim Budget Revision.

8.5 Approve Budget Hearing Planning Form

On the motion of Anna Eynaud seconded by Nicole Ray the Board vote to approve the Budget Hearing Planning Form.

8.6 Approve 2020/2021 SARC Report

On the motion of Anna Eynaud, seconded by Nicole Ray the Board votes to approve 2020/2021 SARC report.

8.7 Approve Independent Study Board Policy 6158.1 and Administrative Regulation 6158.1

On the motion of Nicole Ray, seconded by Anna Eynaud the Board votes to approve Independent Study Board Policy 6158.1 and Administrative Regulation 6158.1



8.8 Approve the A.B. 361 “State of Emergency” Teleconferencing Provision for the Brown Act

On the motion of Anna Eynaud, seconded by Nicole Ray the Board votes approve the A.B.361 “State of Emergency” Teleconferencing Provision for the Brown Act.

8.9 Approve the Student Attendance Waiver for Field Trips and Graduation

On the motion of Nicole Ray, seconded by Anna Eynaud the Board votes to approve the Student Attendance Waiver for Field Trips and Graduation.

8.10 Approve the Interdistrict Transfers Out

On the motion of Anna Eynaud seconded by Nicole Ray the Board votes to Approve the Interdistrict Transfers Out.

9. Organizational Business

9.1 Consideration of Agenda Items the Board Wishes to Discuss in the Future Meetings

The Board wishes to have updates on: Ag: costs, access to Ag facility, enrollment reporting

10. Closed Session

On the motion of Anna Eynaud seconded by Nicole Ray the Board approves to move into closed session at 8:03 p.m.

On the motion of Anna Eynaud seconded by Nicole Ray the Board votes to come out of closed session.

On the motion of Anna Eynaud seconded by Nicole Ray the Board votes to adjourn at 10:22 p.m.



8. OTHER ACTION ITEMS: 8.2 Approve the Minutes of the April 7, 2022 Special Board Meeting



**Board of Trustees
Special Board Meeting Minutes
April 7, 2022**

The Board of Trustees of the Sequoia Union School District held a public Board Meeting in the Sequoia Union Gymnasium April 28, 2022 at 6:00 p.m.

Members Present

Lane Anderson, Nicole Ray, and Anna Eynaud

Members Absent

Brad Ward and James McNulty

Visitors Present

Ken Horn

1. Call to Order

President, Lane Anderson called the meeting to order at 10:21 p.m.

2. Flag Salute

President, Lane Anderson led in the flag salute

3. Agenda Approval

On the motion of Anna Eynaud, seconded by Nicole Ray the Board votes to approve the agenda.

4. Comments from the Public

No public comment and no online public comments

5. Action Items

Motion by Nicole Ray to Approve the Board Resolution declaring an emergency and authorizing the contract for performance of emergency repair work and the cost of the flooring change order to the contract, seconded by Anna Eynaud. Motion Carries.

6. Adjournment

On the motion of Nicole Ray, seconded by Anna Eynaud the Board votes to adjourn the meeting at 10:29 pm



8. OTHER ACTION ITEMS: 8.3 Approve the Minutes of the May 12, 2022 Regular Board Meeting



Mr. Ken Horn
Superintendent/Principal

Sequoia Union Elementary School District Board of Trustees Regular Board Meeting
May 12, 2022 at 6:00 pm

1. Lane Anderson called the meeting to order at 6:00 pm and led the Flag Salute
2. Motion to Approve the Agenda.
Motion made by: Nicole Ray
Motion seconded by: James McNulty
3. Lane Anderson asked for comments from the public. There was no public comment in person or from online.

4.1 Public Hearing Developer Fee Justification Study –

- Has to be presented in a public meeting, we need to continue to qualify as a hardship district. Commercial and industrial fees \$4.79 per sq foot. Eligible for a new K wing, which would have bathrooms in each classroom. Eligible for 12 classrooms.
- *Sarah Moreno* – can we just have 1 TK class. Mr. Horn explained the state regulations for TK-K combos.
- No Further Public Comments
- Not an action item at this time

Section 4 End: 6:08 pm

5.1 Board of Trustees Candidate Application Packet

5.2 & 5.3 Interview of Candidates & Questions

Cody Bogon

- Junior Rodeo Association, Little League and T-Ball Coach
- Assistant Eastern Operations Chief for Cal Fire
- Main Contact for Kern County Fire Department
- Born and raised in Lemon Cove, here to give back to the community – waited for the opportunity to be involved, work schedule has made this challenging. New position is more of an 8-5 position.

Small School, Big Heart



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

- Went to SU, graduated in 1994 – he knows the community and their needs. Friends with a lot of people from the area. Land Owners/Cooperators are people that he communicates with on a daily basis. He will have a feel for what our constituents want.
- Being a public servant is a priority to him, and he has spent his life as a public servant.
- Covid-19 had him get involved in becoming a board member. It is the board responsibility to look at what constituents want. Balancing his beliefs with what they want has to do with knowing what the community wants. Talk to the people, and make sure his vote is what the people want.
- Biggest strength of the school is being a small, single district school. Making sure we are in line with what people want.
- Not a lot of areas that need a ton of improvement. Thinks that everyone is doing a good job. Wants to see the school doing more with Ag and get back on track with that.

Marvin Walt Baxter

- Catholic Board of Education in Fresno, helped to save the school in Fresno
- Worked as a coach at the school
- Worked with Kids in Reading programs, Chaperone – wife is a Science teacher in Fresno
- Worked as a controller for Ringling Bro's and Harlan Globe Trotters
- Works with water pipes/pumps, came from an Ag family
- Wants to support her daughter and peers to make their school experience the best it can possibly be.
- He has experience dealing with Pearson and schools directly in Idaho and Florida. He can see the challenges that educator and administrators are dealing with in education. The goal is to help kids be better prepared for High School.
- Work with Saint Helens on their board, his experience working with mentoring children, and helping his own children navigate through school.
- Looks at the curriculum and data. Looking for a balance and trying to find a ways to improve scores. Race to the Top, NCLB, not good, but had to find ways to make the rules and guidelines work for the school and our students. Wants more hands-on/AG
- Wants to provide support and does not want to waste time on divisive issues.
- Small school community is a huge plus, access to teachers and open communication with administrators.
- Ag is very important and bolstering and getting that going is very important.

Small School, Big Heart

**23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260**

PHONE: 559-564-2106



Mr. Ken Horn
Superintendent/Principal

- Questions: Room for Assistant Principal and recognizes that he needs help. What other ways can we help, realizes that funding may be an issue.

Lane – thank you to both of you. No matter what happens, do not give up – please apply again for the upcoming vacant seat that will come open in November.

Motion to come out of closed session:

Motion requested by: Lane Anderson

Motion Seconded by: James McNulty, Nicole Ray

Nicole Ray: Moved to Appoint Cody Bogon

5.4 Mr. Horn to Swear in Cody Bogon to replace Anna Eynaud

Section 5 End: 6:45 pm

6.1 Superintendent's Report

- 2, T-K Combo's and 1 Kinder, this is a good thing given the coming wave of 4 year old's.
- Water Day Play-Day, Lots of Field Trips
- Information about the state denial excused day when the pump went out
- School dance went well
- Baseball and Softball teams were celebrated today
- Testing is in full swing
- Dawn Taylor welcome to the staff

6.2 Office Flood Reconstruction

- Office flood, inside the wall, small pipe that blew a leak.
- Mr. Horn showed pictures of the office
- Going to pay to put another sink in the nurses office, also 2 new hot water heaters

Small School, Big Heart



Mr. Ken Horn
Superintendent/Principal

- Just waiting for the new desks and they will be here on Tuesday and we will be unpacking

6.3 School Farm Report

- Monache High School – pictures of their farm, pictures of their Greenhouse and their staging areas, carts to move plants. We will need to think about silos and other things that will be necessary to run an Ag School, outdoor citrus farm, CTE mechanical shop
- CTE accredited AG teacher will be a big thing for our school
- Exeter High School Farm – big greenhouses, outdoor washing station, outdoor area/staging area for plants, tractors will be needed for future use at SU, Colton's Cow was presented in the pictures, we will need fans and shade to help animals.
- These were the dream big farms.
- Liberty School – Lobby for kids to hang out at the farm.
- Sundale – whole campus is like a garden, lots of full grown trees, and mature landscaping. They sell a lot of flowers and dried flowers. Each section is a different class garden, 2 acres of trees, have an AG barn – 1 side is classroom the other side is the student store. Principal is listed as the teacher of record, so a classified staff is the one teaching AG science and works at the store, there is also volunteers that teach kids how to run the store and use for business management.
- Our gate got put in today so that trucks can better access campus.
- Report about our school. Pomegranates are doing well even though we are not watering them. Mrs. Machado has a different take on the farm field trips. She has a different background and how we can use what we have. We need a master plan. Start with long term projection and work backwards, some people left and we are back to square one. Suggestion to put together a community committee, with looking at how students will benefit from AG and working with teachers to help them integrate AG into their existing curriculum. Important to bring a lot of hats to help with various backgrounds.
- James McNulty asked for input on the other school's recommendations for getting started.
- Small rural schools grant, one teacher will also apply of CTE grant. We will have to figure out how we are going to pay for all of the AG. We need to put things in overtime and pace ourselves.
- Lane Anderson – can't guarantee anything with tree removal before August, which is currently when we are scheduled for, being given a deal by this company.
- Nicole Ray – what does this look like?

Small School, Big Heart



Mr. Ken Horn
Superintendent/Principal

- Ciara Machado – we need to not move in haste because we don't have the financing. We can start small because we do not want to do more than we are capable of doing. Open it up to the public, and then look at what and who we have. Need to have the whole scope and then plan accordingly for where we plan to put things. A small green house would be helpful. Suggestions for brining kids out for a lesson once a week, which would alleviate some pressure from teachers.
- James McNulty suggestion for the next board meeting to have a more focused plan for what will happen with the AG plan and a lose schedule.
- Nicole/Horn – August is much more doable for getting things going in a more formal way.
- Lane Anderson – thank you for all of your time and effort to Mrs. Machado

6.4 Parents Guild Report

- \$15,000 raised and the plan is to start replacing uniforms
- SU won the track meet
- \$4,000 raised on the snack bar for their graduation
- All staff luncheon was proved for staff appreciation, cups from Exeter Coffee Co
- They are trying to recruit more parents

6.5 TCOE Review of 2021-22 Second Interim Report

- TCOE finds that our documents reflect we are in a satisfactory place and all documents were completed in a timely fashion. We have a large reserve.
- Our LCAP will be completed and there will be board meetings about the LCAP in June
- Retirement has a great impact on smaller districts, more and more people are going into retirement and this can be an up-side-down pyramid. Cal PERS/STERS are getting bigger.
- 60% is in reserve rather than recommended 15%.
- COL is 5.68 – we do not know if COL will go up or down. Our district is in a financially ok place.

6.6 Business Report

- Enrollment 365
- Funded for 312, rather than 331 for the Charter due to attendance and a lack of follow-through with sheriff's office - 28 for the district.
- Close to where we have spent and paid everything for this year.

Small School, Big Heart



Mr. Ken Horn
Superintendent/Principal

- State changed the rules, you used to be able to roll over into general funds. Supplemental and concentration funds cannot be rolled over into the general funds.
- 40% of our student body is unduplicated, compared to most schools that are at 90% unduplicated.
- Roll over supplemental will be put back into the LCAP supplemental and concentration.
- 2nd meeting in June the budget will be adopted.

End 7:36

7.1 Budget Report District

- All included in the business report

Lane Anderson to pass 7.1-7.7

Motion to approve Consent Items made by: James McNulty

Motion Seconded by: Nicole Ray

Motion carried

8. Other Action Items:

Lane Anderson to pass 8.1, 8.2, 8.5

Motion made to approve the Minutes of February 10, 2022; the Minutes of March 10, 2022; and the Minutes of April 28, 2022.

Motion made by: James McNulty

Motion Seconded by: Nicole Ray

Motion carried

Lane Anderson to table 8.3 and 8.4

Motion made to table the Minutes of the Regular Board Meeting of April 7, 2022; and the Special Board Meeting Minutes of April 7, 2022.

Motion made by: James McNulty

Motion Seconded by: Nicole Ray

Motion carried

Lane Anderson to 8.6

Motion made to approve the A.B. 361 “State of Emergency” Teleconferencing Provisions of the Brown Act.

Small School, Big Heart



Mr. Ken Horn
Superintendent/Principal

Motion made by: James McNulty
Motion Seconded by: Nicole Ray
Motion carried

8.7 Approve the Inter-district Transfers

- There will be more included on the June Board Packet, some have not come through.

Lane Anderson to approve 8.7
Motion made to approve the Interdistrict Transfers In.
Motion made by: James McNulty
Motion Seconded by: Nicole Ray
Motion carried

8.8 Approve Board Resolution 2021-22-12 – 2022 Developer Fee Justification Study

Lane Anderson to approve 8.8
Motion made to approve Board Resolution 2021-22-12 – the 2022 Developer Fee Justification Study.
Motion made by: James McNulty
Motion Seconded by: Nicole Ray
Motion carried

8.9 Approve Cafeteria Aide Job Description

- Tribute to Linda, thanks to her for all of her service.

Lane Anderson to approve 8.9
Motion made to Approve the Cafeteria Aide Job Description.
Motion made by: Nicole Ray
Motion Seconded by: James McNulty
Motion carried

8.10 Approve Cafeteria Manager Job Description

- Tribute to Hope Wagner

Lane Anderson to approve 8.10
Motion made to Approve the Cafeteria Manager Job Description

Small School, Big Heart



Mr. Ken Horn
Superintendent/Principal

Motion made by: James McNulty
Motion Seconded by: Cody Bogon
Motion carried

8.11 Approve Deemed Obsolete Items for Disposal

- Approval to remove obsolete technology

Lane Anderson to approve 8.11
Motion made to Approve the Deemed Obsolete Items List for Disposal.
Motion made by: James McNulty
Motion Seconded by: Nicole Ray
Motion carried

8.12 Approve Board Resolution 2021-22-11 Specification of the Governing Board Member Elections

- Nicole unsure if they had done this before.
- Ken referred back to board policy and consulted with Josh
- These are the new things, if they want to change item C, motion has to come to change the board policy. McNulty - Is there a time limit? Ken - This is due immediately.
- This may be 150-200 per candidate, to put a statement in the book that gets over analyzed.

Lane Anderson to motion to pass as written, with this to be something that the board revisits:
8.12
Motion made to Approve Board Resolution 2021-22-11 Specification of the Governing Board Member Elections.
Motion made by: Nicole Ray
Motion Seconded by: Cody Bogon
Motion carried

9. Organizational Business :

- **Board Agenda Item to revisit 8.12 and re-write board policy on this item.**
- **Plan to make the formal plan for AG and schedule this for the August Meeting**

Small School, Big Heart



**Mr. Ken Horn
Superintendent/Principal**

10. Closed Session

Lane Anderson to go into closed session

Motion made to go into Closed Session.

Motion made by: James McNulty

Motion Seconded by: Nicole Ray

Motion Carried.

Board Came out of Closed Session at 8:45 pm.

Board President Lane Anderson said, "There is nothing to report out of Closed Session."

Motion made to adjourn the Board Meeting at 8:46 pm.

Motion made by Cody Bogan

Motion Seconded by: James McNulty

Motion Carried.

Small School, Big Heart



SEQUOIA UNION | ELEMENTARY SCHOOL

8. OTHER ACTION ITEMS: 8.4 Approve the A.B. 361 "State of Emergency" Teleconferencing Provisions for the Brown Act

AB 361 Creates Exemptions to Brown Act Virtual Meeting Requirements During a State of Emergency

September 22, 2021
Number 26

Written by:

Anne L. Collins
Partner
Sacramento

Ryan P. Tung
Partner
Los Angeles

Stephanie E. Darand
Law Clerk
Walnut Creek

On September 15, 2021, the Governor signed Assembly Bill (AB) 361, amending the Ralph M. Brown Act to allow local agencies to continue conducting public meetings remotely during a state of emergency, so long as certain requirements are met. As explained in more detail below, public agencies who wish to conduct meetings remotely on or after October 1, 2021, must make specific findings, every thirty days, and ensure conditions related to public participation are satisfied.

Background

Generally, if a local agency elects to use teleconferencing for a public meeting, the Brown Act requires: (1) a quorum of the legislative body to participate from within the boundaries of the agency's jurisdiction, (2) the public agency to post notice of each teleconference location, and (3) the public be allowed to address the legislative body from each teleconference location.

Beginning in March 2020, Governor Newsom issued Executive Orders (Prior Orders) relaxing these Brown Act provisions, allowing public agencies greater flexibility in holding remote meetings during the COVID-19 pandemic. The Prior Orders, suspending the Brown Act teleconferencing requirements and confirming the use of internet-based service options for holding public meetings, were set to expire on September 30, 2021. In light of this looming deadline, AB 361 was passed and amends the Brown Act to allow public agencies to continue conducting remote meetings during a state of emergency without the need to comply with all of the teleconferencing requirements. While AB 361 was an urgency measure, effective upon the Governor's signature, the Governor also signed a new Executive Order, clarifying that most of the requirements of AB 361 become effective October 1, 2021.

Although the Governor waived the applicability of AB 361 until October 1, 2021, local agencies retain the option of meeting before October 1 to make the required findings under AB 361 in order to hold future meetings remotely. If a local agency does not do so, it will have to have a separate meeting in October to make the necessary findings before any regular or special meetings otherwise scheduled for October can be held remotely.

Applicability of AB 361

Under the urgency legislation, a local agency may utilize the more “relaxed” Brown Act teleconferencing requirements in any of the following circumstances:

1. There is a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; or
2. There is a proclaimed state of emergency, and the local agency’s meeting is for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or
3. There is a proclaimed state of emergency, and the local agency has determined, by majority vote, that as a result of the emergency meeting in person would present an imminent risk to the health or safety of attendees.

AB 361 defines a “state of emergency” as a state of emergency proclaimed pursuant to Section 8625 of the California Emergency Services Act. Importantly, this includes the current state of emergency proclaimed by the Governor due to the COVID-19 Pandemic.

To continue to rely on the relaxed teleconferencing provisions, the local agency must reconsider the circumstances of the state of emergency and make the following findings by majority vote, **every 30 days**:

- The state of emergency continues to directly impact the ability of the members to meet safely in person; or
- State or local officials continue to impose or recommend measures to promote social distancing.

Virtual Meeting Requirements Under AB 361

For all remote meetings held under AB 361, local agencies are required to meet the following public participation and notice requirements (note that some of these requirements differ from what had been in place under the Prior Orders):

- Meeting agendas and notices must describe how members of the public may access the meeting and offer public comment, and identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option;
- The public must have the opportunity to address the legislative body and comment in real time. The local agencies may still allow for the public to submit comments in advance of the meeting, but the local agency must also provide an option for the public to comment in real time;
- If a timed public comment period is provided on an agenda, whether on a specific agenda item or in general, registration and the public comment period cannot close until the time has elapsed. If public comment is taken separately on each agenda item, the legislative body must allow a reasonable amount of time per item to allow members of the public the opportunity to provide public comment, register, or otherwise be recognized for the purpose of providing public comment;

- Local agencies are permitted to use platforms which, incidental to their use and deployment, may require users to register for an account with that platform so long as the platform is not under the control of the local agency;
- If there is a disruption in the broadcast of a public meeting using the call-in option or the internet-based option, or there is a disruption within the agency's control which prevents members of the public from offering comments, the agency must not take any action on items appearing on the agenda until full access is restored.

Meeting agendas are not required to be posted at all teleconference locations, and local agencies are not required to make each teleconference location accessible to the public, provided that members of the public are afforded the opportunity to provide public comment remotely.

Takeaways

AB 361 creates statutory exemptions to the Brown Act that extend flexibility for remote public meetings during proclaimed emergencies, through January 1, 2024. For state and local agencies that are subject to the Bagley-Keene Open Meeting Act and the Gloria Romero Open Meetings Act, AB 361 establishes similarly relaxed guidance for virtual public meetings, until January 31, 2022. State and local agencies must give the public notice and an opportunity to comment and participate at meetings in real time, even using remote means, and they must comply with certain prerequisites in order to rely on the remote meeting provisions, including reconsideration of the circumstances and need for remote meetings every 30 days. While this new law relaxes certain remote meeting requirements relating to member participation, agendas, and public accessibility at remote locations, the underlying aim of the Brown Act—to ensure meetings of local agencies be open and public—remains.

If you have any questions about AB 361 or about Brown Act or board governance issues in general, please contact the author of this Client News Brief or an attorney at one of our [eight offices](#) located statewide. You can also subscribe to our [podcasts](#), follow us on [Facebook](#), [Twitter](#) and [LinkedIn](#) or download our [mobile app](#).

As the information contained herein is necessarily general, its application to a particular set of facts and circumstances may vary. For this reason, this News Brief does not constitute legal advice. We recommend that you consult with your counsel prior to acting on the information contained herein.



8. OTHER ACTION ITEMS: 8.5 Approve the Interdistrict Transfers IN and OUT

Interdistrict **OUT**
For Board Approval
2022-2023 School Year

Month: June

Home District Sequoia Union

Student Name	Grade	District of Choice	Continuing/New
Jett Johnson	7 th	Sundale Elementary	Parent employed there
Kora Cunningham	K	Porterville Unified	Moms employed there

Interdistrict IN
For Board Approval
2022-2023 School Year

Month: June

Student Name	Grade	District Coming from	Continuing/New
Ayden Brown	8 th	Three Rivers Unified	Continuing
Colton Lang	8 th	Exeter Unified	Continuing
Gabriela Higareda	8 th	Exeter Unified	Continuing
Claire Holly	8 th	Exeter Unified	Continuing
Hunter Moreno	8 th	Woodlake Unified	Continuing
Annie Neufeld	8 th	Exeter Unified	Continuing



SEQUOIA UNION | ELEMENTARY SCHOOL

8. OTHER ACTION ITEMS: 8.6 Approve the Moonlight Maintenance Quote to Deep Clean Kitchen and all Rest Rooms

Proposal

MOONLIGHT MAINTENANCE SERVICE

336 East Palm | PO Box 902
Exeter, California 93221
Phone (559) 592-3674 | Fax (559) 592-1953
moonlight@ocsnet.net

SEQUOIA UNION SCHOOL
23958 AVENUE 324
LEMONCOVE, CA 93244
jline@sequoiaunion.org

05/11/2022

YEARLY SERVICE: KITCHEN, 9 RESTROOMS, PANTRY,
OFFICE, REFER ENTRY

1. Clean/degrease all stainless tables, buffet server and surfaces.
2. Clean/degrease stainless hood.
3. Clean/degrease walls.
4. Dust mop all tile floor surfaces.
5. Scrub all floors in kitchen, pantry, and refrigerator entry.
6. Clean and disinfect restroom fixtures & chrome fittings.
7. Spot clean and disinfect restroom walls, partitions & doors.
8. Clean restroom mirrors.
9. Wet mop restroom floors.
10. Damp mop all tile floors.

WE PROPOSE to furnish labor and materials – complete in accordance with above specifications, for the Sum of:

FIVE THOUSAND EIGHT HUNDRED TEN (\$5,810.00) DOLLARS

Moonlight Maintenance Service

Payment to be made as follows: NET 30 DAYS
ACCEPTED. The above prices, specifications, and conditions are satisfactory and are hereby accepted. MMS is authorized to do the work as specified. Cancellation acceptable with 30 days notice, by either party.

Respectfully submitted by **ROBERT DICKEY**
Note: This proposal may be withdrawn by MMS if not accepted within 30 days.

Date of Acceptance

Authorized signature



8. OTHER ACTION ITEMS: 8.7 Approve the Expanded Learning Opportunities Plan

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Sequoia Union Elementary Charter School
Contact Name:	Ken Horn
Contact Email:	kenhorn@sequoiaunion.org
Contact Phone:	559-564-2106

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Sequoia Union Elementary Charter School

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Sequoia Union Elementary Charter School is committed to providing students with a safe, violence-free, bullying-free learning environment. In order to accomplish this goal, the staff has dedicated a great deal of Professional Learning Community time to develop and implement a clear behavior matrix/curriculum, providing a framework for social interaction between students, and addressing issues that do arise on campus in a manner that involves staff, students, and families. Tours of each area of school have been done and staff members in each key area have explained to the students the behavior matrix for their department on campus. Signs and banners outlining the expectations have been placed throughout the school campus. The staff treats students in a fair and impartial manner by modeling the appropriate behaviors of mentors and teachers when leading activities with students. “Positive Discipline” is used to re-direct students to avoid disruptive behavior and increase responsible choices and student cooperation. We have implemented simple, clearly defined rules that align with the regular day but are flexible and accessible to ensure inclusion for all students. Building relationships with the site staff is supported so that the needs of students with special needs are not only known but appropriately supported. Practices and activities to involve students in school in a meaningful way will continue to evolve. This will include academic assistance programs, Cyber Safety and Behavioral Support counselor. The Leadership Team will study and address the needs of students who are struggling and provide services. Teachers in their PLC’s and SST meetings will also assess student connectedness. Parents will be encouraged to participate in helping Sequoia Union in all areas of school services opportunities. By building the capacity of parents, this will strengthen the connection between home and school. Sequoia Union is committed to protecting our students and staff during individual, school and District emergencies. Drills are done on a monthly basis to ensure all students and staff members are well practiced in our emergency procedures. All of the same procedures and protocols will be used and practiced by both the after school programs and the regular educational programs to ensure consistency. Emergency drills are conducted regularly at different intervals. Practicing Fire drills (monthly), Earthquake Drill, and Lockdown drills (twice a year) helps ensure that students know what to do in a dangerous situation. It is by conducting these drills that we ensure that even if students are scared or panicked, they will be able to rely on the training they have done throughout the years at school.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The ELO-P program will utilize the “Central Valley After school Foundation Literacy and Math curriculums” comprised of 20 lessons for each grade. These lessons are aligned with the California Content Standards and the grade level focus.

The lessons give students the opportunity to choose activities they are interested in and require collaboration with their fellow students. All students are actively engaged in the projects and are given an opportunity to express themselves in the final product. For example, the lesson on recycling included students actively collecting and classifying waste found on the playground and garbage containers. Students then have to design and put together a display that shows the recycling process. Parents are then invited to view and have the students explain their completed project. Each of these lessons have extended activities that focus on multicultural awareness, parent connection, STEM, English Language Learners, and Nutrition /Physical Activity.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The ELO-P program's educational and literacy element includes tutoring and homework assistance designed to help students meet grade-level standards. Homework assistance is provided Monday through Friday for a minimum of 45 minutes. There will be an educational enrichment component that consist of a minimum of 45 minutes per day of fine arts, physical fitness, and STEM/Agriculture Science that reinforce and complement the school's academic program. At the beginning of each year, the Sequoia Union Superintendent-Principal reviews the ELOP program with the Staff. Recommendations and program changes are reviewed with the Staff operating the ELOP daily program. Students are grouped into classes and activities according to grade level, ability level, and interests. All ELOP program activities are intended to keep students motivated and actively engaged. Planned educational activity include the math, ELA, Music/Art, STEM/Ag Science Activities, physical activities and other educational activities that student's and parents express interest in where we can get staff to teach.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

At all grade levels the students are divided into smaller groups with an Adult leader. Students are allowed to choose the activities and projects as per the weekly monthly themes. Opportunities for choice of projects is also part of every lesson plan. In the upper grades, students choose a weekly "Leader of the Week "who comes up with the groups needs for the projects and works with the adult team leader to provide materials necessary for the project completion. All students are given opportunities to develop their leadership skills through their participation in group projects. In addition, Students are surveyed and evaluated by staff to guide in the development of training, curricula, and projects that will meet students' needs, interest and real world problems.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

Through structured physical activities students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills in both recreational and physical activities. This includes activities of great interest to students such as Dance, Zumba, Yoga, fitness exercise circuit, and multiple sports activities. The daily physical activity sessions also extend the activities students use in their regular day PE curriculum. We will also offer a variety of outdoor recreation programs such as, but not limited to: soccer, football, dodge ball, and tetherball. Parent and students will participate in an annual ELOP school program survey, and the results will be used to determine new recreation activities/sports that could be added. In addition, students will participate in a kitchen activity making a healthy afternoon snack that is in alignment with the District healthy nutritional practices. The health and safety of all students begins with a smooth transition from the regular school day to the ELOP program. Student attendance in the ELOP program will be tracked at the end of the regular school day when the ELOP program starts and is monitored throughout the ELOP program sessions. ELOP program staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the ELOP registration packets that go home to unduplicated students parents and are reviewed with students in the ELOP program classes. Nutritious snacks are provided daily for every student in attendance. The Sequoia Union Elementary School District (SUESD) and Sequoia Union Charter School Food Service staff selects the snacks served in the ELOP program. Selections are based on a reimbursable snack consisting of two of the following four food components: milk/meat, meat alternative/fruit, vegetable/grain, or bread product. Examples of snacks served include cheese sticks, apple juice, yogurt, apples, cup of carrots with broccoli and ranch dressing, and milk.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The Lesson curriculum referenced previously have both a lesson extension option that include Multicultural Education/ Cultural Awareness and ELL Extension. These options are utilized frequently to extend project activities. One example of an activity is students developing collages from multiple sources of print literature that reflects the diversity of images in our community, region and country. Another activity includes a multicultural day. Students do research about their culture, including artifacts, costumes, instruments, artwork and/or crafts. Students design a poster or do a digital brochure to share out. During a special project review, staff and parents are invited to see the students present their project. In addition, students may bring a food item to share. Also, units like “Around the World in 80 Days” give the students the opportunities to explore many different cultural communities including food, songs, geography and history

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

All ELOP Program Staff will be required to maintain ongoing assurance of compliance with SUESD’s requirements for instructional aides as well as criminal background checks required by the Department of Justice and Federal Bureau of Investigation. All instructional aides involved in the program must meet the NCLB qualifications for their position. SUESD requires that instructional aides meet the following minimum requirements: i) have completed 48 units of college credit, ii) hold an associate of art degree or higher, or iii) score 70% or higher on the CODESP examination proficiency exam. Staff members are recruited primarily from the existing pool of regular school district employees. Hiring notices are posted at the district office and on EDJOIN. In addition, job postings will be posted on the district's website and social media accounts. The ELOP program contracts with the Central Valley After school Foundation to provide regular in-service professional development for the ELOP Program staff. Additionally, staff members attend the ELOP Program staff development activities provided by the local county schools office.

8—Clear Vision, Mission, and Purpose

Describe the program’s clear vision, mission, and purpose.

The Expanded Learning Opportunities Program will be aligned with the District Mission of being a "Small School with a Big Heart", We, the Sequoia Union Elementary School District, are committed to the development of students with high moral integrity, academic excellence, and self-worth in a safe and supportive environment.

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The ELOP Program contracts with the Central Valley After school Foundation to provide regular in-service professional development for the after school program staff (e.g., regional staff development programs). Additionally, staff members attend after school program staff development activities provided by the Tulare County Office of Education.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning will be used to assess program quality, and used to revise and refine the areas of needed improvement. Data will be collected in a variety of ways which will include; surveys, interviews, observations and self-assessments. The information will be collected from all stakeholders, which will include, students, parents, community members and staff. The results will be used to drive improvement of the program. The Superintendent-Principal and the ELOP Program Coordinator will participate and review the Expanded Learning Field and site Coordinator Survey every year. This provides an opportunity for the staff to review the program and discuss possible changes in the program. Each year, the Superintendent-Principal and the ELOP Program Coordinator will spend a week before the school year starts reviewing the data collected to identify past successes and improvement needed. We will use this data to revise and refine our program and develop the program for the current school year. In addition, at the weekly Staff meetings the program Coordinator and staff will review current projects, success of projects, and possible changes to the yearly plans. The ELOP Program Coordinator will meet with the site Superintendent-Principal twice per year to review the plan. In addition, on an as-needed basis, the ELOP Program Coordinator will meet with the teaching staff to review the plan. A few goals are:

1. Communicate frequently with classroom teachers to ensure effective homework completion.
2. Work with the Superintendent-Principal to ensure activities coordinate with the regular school day program.
3. Provide targeted staff development activities that focus on motivation, intervention, remediation and/or acceleration deepening on the need.

The program partners will meet at least quarterly to discuss all areas of program design and implementation, provide key programmatic and financial guidance, and conduct ongoing formative evaluation to ensure ongoing program improvement.

11—Program Management

Describe the plan for program management.

The ELOP Coordinator has a Cluster Summary binder that consists of documents identifying the month/year, site name, and Instructional Aide name. The Instructional Aides are responsible for recording the last and first names of their students. Monthly attendance sheets track attendance by month. The following categories are tracked: a check mark if the student is present; A-Absent, H-Holiday, E-Entered first day of program, NP-No Program, and D-Drop. At the end of each month, the Instructional Aide computes the attendance percentage and compares it to the target goal. SUESD receives grant funding by the state via the Expanded Learning Opportunities Program funding.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.



8. OTHER ACTION ITEMS: 8.8 Approve the Consultant Contract for the Interim District Business Manager

**SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT
AND
JANE BETTENCOURT
CONSULTANT AGREEMENT**

THIS AGREEMENT is entered into as of May 20, 2022 between the SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT, referred to as DISTRICT, and JANE BETTENCOURT, referred to as CONSULTANT, with reference to the following:

- A. DISTRICT requires consulting services in school business and finance.
- B. CONSULTANT represents that she is specially trained, experienced and competent in the field of school business, finance, budgeting and, accounting
- C. Government Code section 53060 and Education Code section 35160 authorize the District to contract with persons who are specially trained and experienced and competent to perform special services.
- D. District wishes to hire CONSULTANT as an independent CONSULTANT pursuant to the authority of Government Code section 53060 and Education Code section 35160.
- E. Pursuant to Education Code section 45103.1(b)(2), the services contracted are not available within the DISTRICT, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.

ACCORDINGLY, IT IS AGREED:

1. **TERM:** This Agreement shall become effective as of May 20, 2022 and shall expire on December 31, 2022, unless otherwise terminated as provided in this Agreement.

2. **SERVICES:** CONSULTANT shall provide services as set forth in Exhibit A, entitled "Scope of Services," which exhibit is made part of this Agreement by reference.

3. **COST OF SERVICES:** For services rendered, CONSULTANT shall be paid at the rate of \$75.00 per hour. The DISTRICT agrees to reimburse CONSULTANT for all travel costs incurred at the specific request of the DISTRICT in order to provide services included in

EXHIBIT A. Mileage shall be paid at the current IRS rate. *Not to exceed \$25,000 without a revisit by the School Board for reauthorization,*

4. **METHOD AND CONDITIONS OF PAYMENT:**

a. CONSULTANT shall provide a monthly invoice for services to DISTRICT. DISTRICT shall pay said invoice within 15 days of receipt. DISTRICT shall provide and file IRS Form 1099 to report CONSULTANT'S calendar year earnings.

b. The payment of compensation for work performed is conditioned upon receipt from CONSULTANT of any and all plans, specifications and estimates, and other documents prepared by CONSULTANT in accordance with this Agreement. DISTRICT will

not pay anticipated profits or other economic loss.

5. COMPLIANCE WITH LAW: CONSULTANT shall provide services in accordance with applicable Federal, State, and local laws, regulations and directives.

6. INDEPENDENT CONSULTANT STATUS:

a. This Agreement is entered into by both parties with the express understanding that CONSULTANT will perform all services required under this Agreement as an independent contractor. Nothing in this Agreement shall be construed to constitute the CONSULTANT or any of its agents, employees or officers as an agent, employee or officer of DISTRICT.

b. Subject to any performance criteria contained in this Agreement, CONSULTANT shall be solely responsible for determining the means and methods of performing the specified services and DISTRICT shall have no right to control or exercise any supervision over CONSULTANT as to how the services will be performed. As CONSULTANT is not the DISTRICT'S employee, CONSULTANT is responsible for paying all required state and federal taxes. In particular, DISTRICT will not:

- i. Withhold FICA (Social Security) from CONSULTANT'S payments.
- ii. Make state or federal unemployment insurance contributions on CONSULTANT'S behalf.
- iii. Withhold state or federal income tax from payments to CONSULTANT.
- iv. Make disability insurance contributions on behalf of CONSULTANT.
- v. Obtain unemployment compensation insurance on behalf of CONSULTANT.

c. Notwithstanding this independent CONSULTANT relationship, DISTRICT shall have the right to monitor and evaluate the performance of CONSULTANT to assure compliance with this Agreement.

7. INDEMNIFICATION:

CONSULTANT and DISTRICT shall hold each other harmless, defend and indemnify the other, its agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to any property, including District property, arising from, or in connection with, their performance or their agents, officers and employees under this Agreement. This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

8. FINGERPRINTING REQUIREMENTS:

- a. Pursuant to California Education Code section 45125.1, before any agents or employees of CONSULTANT may enter school grounds where they may have any contact with pupils, CONSULTANT shall submit fingerprints of its employees in a manner authorized by the California Department of Justice, together with a fee determined by the Department of Justice. CONSULTANT shall not permit any employee to come in contact with pupils of the school district until the Department of Justice has ascertained that the CONSULTANT'S employees have not been convicted of a felony as defined in

Education Code section 45122.1.

- b. CONSULTANT warrants that fingerprints are on file with the Tulare County Office of Education.

9. TERMINATION:

- a. The right to terminate this Agreement under this provision may be exercised without prejudice to any other right or remedy to which the terminating party may be entitled at law or under this Agreement. The agreement may be terminated at any time with the mutual consent of the parties. DISTRICT will pay to CONSULTANT the compensation earned for work performed and not previously paid for to the date of termination.

10. NOTICES:

- a. Except as may be otherwise required by law, any notice to be given shall be written and shall be either personally delivered, sent by facsimile transmission or sent by first class mail, postage prepaid and addressed as follows:

DISTRICT:

Ken Horn

Superintendent

Sequoia Union Elementary School District

23958 Ave 324

Lemon Cove, CA 93244

Phone No.: (559) 564-2106

CONSULTANT:

Jane Bettencourt

2424 E. Hillcrest Ct.

Visalia, CA 93292

Phone No.: (559) 679-0580

- b. Notice personally delivered is effective when delivered. Notice sent by facsimile transmission is deemed to be received upon successful transmission. Notice sent by first class mail shall be deemed received on the fifth day after the date of mailing. Either party may change the above address or phone or fax number by giving written notice pursuant to this paragraph.

THE PARTIES, having read and considered the above provisions, indicate their agreement by their authorized signatures below.

SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT

Date: 5-24-22

BY *Ken Horn*
Superintendent
"DISTRICT"

JANE BETTENCOURT

Date: 5/24/2022

BY *Jane Bettencourt*
"CONSULTANT"

**EXHIBIT A
SCOPE OF SERVICES**

1. RESPONSIBILITIES OF CONSULTANT:

- a. Attend all meetings scheduled by DISTRICT to implement the provisions of this Agreement, including presentation of financial information.
- b. Provide services, as needed, in the following areas of School Business and Finance:

Budget Development and Monitoring

- Assist district superintendent in development and adoption of the district budget and prepare state required budget documents
- Advise district superintendent and/or governing board on impact of state budget
- Monitor for and advise district superintendent on budget to actual variances
- Prepare and input budget revisions under direction of district superintendent
- Perform in-depth budget review prior to First and Second Interim reporting
- Preparation of state required First and Second Interim documents

Payroll

- Assist district in salary settlement disclosure documents for board presentation and implementation of the agreement
- Calculate and input payroll information

Human Resources

- Provide on-boarding documentation for all new employees, including enrollment in retirement systems
- Input information on new employees and update existing employees in accounting, retirement, and health insurance systems

Accounting

- Prepare purchase orders, contracts and other purchasing documents, at the request of the Superintendent
- Assist district staff in year-end closing of financial records including the fixed asset accounting system

Reporting

- Prepare state required annual financial reports
- Assist district in preparation of GASB 34 required Management Discussion and Analysis document
- Prepare and submit data to TCOE required for Local Control Funding Formula (LCFF) calculations and assist in preparation of District's Local Control Accountability Plan (LCAP).
- Assist in categorical programs fiscal reports and student attendance reports
- Prepare and submit any additional reports and data required by DISTRICT

Other

- Provide training to Business Manager in all areas of responsibility
- Assist district in clearing audit findings with California Department of Education and County Office of Education
- Assist Superintendent to optimize district personnel and financial resources
- Research information and prepare documents for district independent auditors
- Prepare for and present financial information at governing board meetings as needed
- Attend TCOE business meetings on behalf of the District
- Research and submit recommendations for resolution of complex accounting and budgeting issues

2. RESPONSIBILITIES OF DISTRICT:

- a. Provide access to financial records, electronic and printed, as required by CONSULTANT.
- b. Provide access to the Tulare County Office of Education SACS Financial System as needed by CONSULTANT
- c. Provide access to staff for assistance in research and resolution of complex accounting and budgeting issues