



Printed : 6/7/2022 12:57 PM PT

Study Session Meeting

06/16/2022 06:30 PM

6:30 P.M. - CALL TO ORDER/OPEN/PUBLIC
SESSION (ZOOM) / IN-PERSON

After the Completion of Open Session - CLOSED
SESSION (ZOOM)

7:30 P.M. - OPEN/PUBLIC SESSION (ZOOM) / IN-
PERSON

AGENDA FOR THE **STUDY SESSION** MEETING OF
THE BOARD OF TRUSTEES OF THE ROSEMEAD SCHOOL DISTRICT
6:30 P.M. - CALL TO ORDER/OPEN/PUBLIC SESSION (ZOOM) / IN-PERSON
After the Completion of Open Session - CLOSED SESSION
7:30 P.M. - OPEN/PUBLIC SESSION (ZOOM) / IN-PERSON
Continuation of Closed Session After the Completion of Open Session Items

This meeting will also be held electronically via Zoom Meetings with limited in-person capacity.

PARTICIPATION IN-PERSON: adherence to current Los Angeles County Department of Public Health, protocols:

Rosemead School District

District Office - Board Room

3907 Rosemead Blvd., Rosemead, CA 91770

Tel: (626) 312-2900 x212 | Email: board@rosemead.k12.ca.us

PARTICIPATION VIA TELECONFERENCE/ELECTRONIC:

Zoom Meeting ID# 848 8259 2748

Passcode: 945315



Scan the above QR code with your phone to view this meeting agenda on your phone.

I. NOTICES - Public Comments / Speaker's Requests

If you wish to address the Rosemead School District Board of Trustees during the meeting, you may either submit a written request with your full name and comments by emailing board@rosemead.k12.ca.us by 6:30 p.m. on the date of the meeting or provide your comments in real time (via Zoom Meeting) to the Board directly. Comments by members of the public during the meeting will be included in the official minutes.

All written requests should include: Speaker's name, address, and topic. A District representative will call on each speaker to afford an opportunity to provide their comments in real time or elect to have them read aloud by a District Representative.

The Board of Trustees values your comments. Pursuant to the Brown Act, Government Code 54954.2, 54954.3, and Education Code 35145.5, the Board cannot take any action or discuss a topic of concern until such time as the matter may appear as an item on a forthcoming agenda. Pursuant to Board Bylaw No. 9323, each individual speaker shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes.

II. NOTICES

Physical Posting of Board Agenda as per Brown Act Requirements:

This Rosemead School District Board of Trustees agenda is posted in the District Office window, along "Guess Street" near the corner of Rosemead Boulevard and Guess Street, at 3907 Rosemead Blvd., Rosemead, California 91770; which is accessible to members of the public 24 hours a day and 7 days a week.

Digital Posting of Board Agendas as per Brown Act Requirements:

Every Board of Trustees meeting (regular and special) agenda is posted on the District website: www.rosemead.k12.ca.us to access click on "Board" and select "Board calendar & agendas." Effective July 1, 2021, all future Board of Trustees agendas will be posted in their entirety on the California School Board's Association (CSBA) GAMUTMeetings platform powered by Simbli at: <https://simbli.eboardsolutions.com/Index.aspx?S=36030408>. When visiting the site, click on "Meetings" on the upper right-hand corner to view the Board agendas. To view agendas prior to July 1, 2021, visit: <https://agendaonline.net/public/Agency.aspx?PublicAgencyID=23&AgencyTypeID=1>.

Disabilities Accommodations:

In compliance with the Americans with Disabilities Act, any person with a disability who requires aids or services in order to participate in the public meeting, can contact the Superintendent's Office at (626) 312-2900 x212 at least 72-hours before the public meeting, to request any disability-related modification or accommodation, including auxiliary aids or services. (Government Code 54953.2, 54954.1)

Agenda Materials:

Copies of the agenda materials are available in the Rosemead School District Office Reception office, 3907 Rosemead Blvd., Suite 210, Rosemead, CA 91770, and on GAMUTMeetings (see link above). To request a physical copy of the agenda, please contact the Superintendent's Office at (626) 312-2900 x212, via fax (626) 312-2906, or email to cbracamonte@rosemead.k12.ca.us. Trustees have received background information regarding each agenda item prior to the meeting thus ensuring thorough review of each item. In compliance with Government Code §54957.5(b), documents made available to the Board after the posting of the agenda for a regular meeting that relate to an upcoming public session item will be made available in the District's Reception office located at the above address.

Meeting Recorded:

This meeting will be audio and video recorded. Pursuant to Government Code 54953.5, any audio or video recording of an open and public meeting made for whatever purpose by or at the direction of the District shall be subject to inspection pursuant to the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1), but, may be erased or destroyed 30 days after the recording.

Completion of Closed Session:

The Board of Trustees may reconvene closed session at the completion of open session agenda items, if it is necessary to complete the closed session agenda.

Questions:

Should any person have a question concerning any of the above notices or agenda items, please contact the Superintendent's Office by telephone at (626) 312-2900 x212 during regular office hours.

III. Call to Order by _____ at _____ p.m.

IV. Members Present _____ Members Absent _____

V. MEETING RECORDED

This meeting will be audio and video recorded. Trustees have received background information regarding each agenda item prior to the meeting thus ensuring thorough review of each item.

VI. APPROVAL OF AGENDA

Moved by _____ Seconded by _____ Vote _____

VII. PUBLIC COMMENT ON CLOSED SESSION ITEMS

Pursuant to Board Bylaw No. 9323, we would like to encourage members of the public to present their views to the Board regarding matters listed in the agenda. At regular meetings of the Board, members of the public may address the Board on agenda items, as well as any other items of concern that fall within the subject matter jurisdiction of the Board of Trustees. If you want to address an agenda item, you have the option of speaking at this time, or at the time the item is being discussed by the Board. Individual speakers shall be allowed three (3) minutes total to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. Please state your name, make your presentation as brief as possible and understand that the Board will not engage in a debate with visitors, but you may be given an opportunity for further questions and answers when a specific item is presented in the agenda.

VIII. CLOSED SESSION - 6:30 P.M.

IX. RECESS TO CLOSED SESSION at _____ p.m.

X. CLOSED SESSION

A. PUBLIC EMPLOYEE (APPOINTMENT, EMPLOYMENT, REASSIGNMENT, EVALUATION, AND DISCIPLINE/DISMISSAL/RELEASE) - pursuant to Government Code Section 54957

Participants: Mr. Alejandro Ruvalcaba, Dr. Maria Rios, and Dr. Jennifer Fang

- Elementary Principal, Encinita
- Elementary Principal, Savannah

B. CONFERENCE WITH LABOR NEGOTIATORS - pursuant to Government Code Section 54957.6

- District Negotiators: Mr. Alejandro Ruvalcaba and Dr. Maria C. Rios
- Employee Organization: Rosemead Teachers Association; California School Employees Association and its Rosemead Chapter 9; Management; Confidential; and Unrepresented - Provide direction regarding negotiations

C. PUBLIC EMPLOYEE PERFORMANCE EVALUATION - pursuant to Government Code Section 54957

Participant: Alejandro Ruvalcaba

- Superintendent

XI. ADJOURNMENT OF CLOSED SESSION at _____ p.m.

XII. REGULAR MEETING - 7:30 P.M.

XIII. RECONVENE OPEN SESSION at _____ p.m.

XIV. ANNOUNCEMENT OF ANY ACTION TAKEN IN CLOSED SESSION (if any)

XV. MEETING RECORDED

This meeting will be audio and video recorded. Trustees have received background information regarding each agenda item prior to the meeting thus ensuring thorough review of each item.

XVI. PLEDGE OF ALLEGIANCE by: _____

XVII. AWARDS/RECOGNITION VIRTUAL PRESENTATION(S)

1. Recognition of the 2021-2022 Muscatel Builders Club Officers:

- Jenny Lam, President and Secretary
- Alvin Lam, Vice President and Treasurer

2. Recognition of the 2021-2022 Girls Empowerment Club and Girls Empowerment Conference Speakers, Advisors, and Sponsors

- Members:
 - Catherine Bahena
 - Vanessa Benitez
 - Abiegale Benitez

- Alize Briones
- Junadeli Cruz
- Kaylene Delayo
- Marilyn Garcia
- Mariana Granados
- Kelly Luo
- Ashlynn Nguyen
- Genesis Perez Garcia
- Mary Jane Rowell
- Nicole Salazar
- Joie Sanchez
- Nicole Sanchez
- Josefina Soler
- Taylin Tran
- Rosalian Trejo
- Leah Villa
- Speakers:
 - Melissa Demirci
 - Tatiana Pacheco
 - Cynthia Hernandez
- Advisors/Speakers:
 - Shirley Conde
 - Jocelyn Wilson
 - Sandra Amezquita
 - Juliana Lopez
 - Lara Goldstone
 - Jennifer Fang
 - Nancy Armenta
 - Diane Benitez
 - Veronica Peña
- Sponsors:
 - Andrea's Healthy Kitchen
 - Nothing Bundt Cakes
 - Olivarez Madruga Law Organization, LLP
 - Republic Services
 - Transtech Engineers

3. Recognition of the 2021-2022 School Site Teacher of the Year (TOY) and Classified Employee of the Year (COY):

- Encinita: Kathryn Gonzalez, TOY
- Encinita: Sandra Salgado, COY
- Janson: Victoria Pinedo, TOY
- Janson: Dany Saikaly, COY
- Savannah: Mayra Zuniga-Rodriguez, TOY
- Savannah: Jennifer Romero, COY
- Shuey: Kelli Matsumoto, TOY
- Shuey: Marisol Zapata, COY
- Muscatel: Deborah Pettus, TOY
- Muscatel: Isael Barrera, COY

4. Recognition of the 2021-2022 District Teacher of the Year and Classified Employee of the Year Recipients

5. Recognition of Retirees:

- Kathy Heavelin, Instructional Aide, Janson Elementary, 27 Years of Service

- Lilia B. Liang, Instructional Aide, Encinita Elementary, 17 Years of Service
- Teresa Moreno, Custodian/Noon Duty, Shuey Elementary/Muscatel Middle, 17 Years of Service
- Richard Wong, Accounting Manager, 14 Years of Service

XVIII. PUBLIC COMMENTS (3 minutes per person or 20 minutes per topic)

Pursuant to Board Bylaw No. 9323, we would like to encourage members of the public to present their views to the Board regarding matters listed in the agenda. At regular meetings of the Board, members of the public may address the Board on agenda items, as well as any other items of concern that fall within the subject matter jurisdiction of the Board of Trustees. If you want to address an agenda item, you have the option of speaking at this time, or at the time the item is being discussed by the Board.

Individual speakers shall be allowed three (3) minutes total to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. Please state your name, make your presentation as brief as possible and understand that the Board will not engage in a debate with visitors, but you may be given an opportunity for further questions and answers when a specific item is presented in the agenda.

XIX. SUPERINTENDENT'S REPORT

XX. BOARD PRESIDENT'S COMMENTS

XXI. BOARD ORAL COMMUNICATIONS

XXII. PUBLIC HEARING(S)

- A. PUBLIC HEARING - 2022-2023 Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) Budget Overview for Parents
The Board of Trustees of the Rosemead School District will hold a public hearing to solicit recommendations and comments from members of the public regarding the 2022-2023 Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) Budget Overview for Parents prior to adoption.
- B. PUBLIC HEARING - 2022-2023 Budget Adoption and Reserve Exceeding the State Required 3% Minimum
The Board of Trustees of the Rosemead School District will hold a Public Hearing before Adopting the Budget and the Reserve Exceeding the State Required 3% Minimum for Fiscal Year 2022-2023, as required by Education Code Sections 42127 and 50262.
- C. PUBLIC HEARING - 2022-2023 Education Protection Account (EPA) Spending Plan
The Board of Trustees of the Rosemead School District will hold a public hearing before approving the Education Protection Account (EPA) Spending Plan and resolution for fiscal year 2022-2023, as required by Proposition 30, Article XIII, Section 36 of the California Constitution.

XXIII. CONSENT AGENDA

All matters listed under the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion in the form listed below. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board or the Superintendent request specific items to be discussed and/or removed from the Consent Agenda.

General Functions

Moved by _____ Seconded by _____ Vote _____

- A. CONSENT - Personnel Status Report - Certificated and Classified
- B. CONSENT - Minutes of the May 5, 2022, Board of Trustees' Meeting
- C. CONSENT - Minutes of the May 19, 2022, Board of Trustees' Meeting
- D. CONSENT - Donation Report
- E. CONSENT - Use of Facilities Application: 2022-2023 Educational Foundation for the Rosemead School District (all sites)
- F. CONSENT - Use of Facilities Application: 2022-2023 Rosemead Parent Teacher Association (PTA) Council, Parent Teacher Association (PTAs), and Parent Teacher Student Association (PTSA) all sites

G. CONSENT - Use of Facilities Application: Chenglong Miao (Muscatel)

H. CONSENT - Use of Facilities Application: First Evangelical Church of San Gabriel Valley (Janson)

XXIV. SPECIAL REPORTS AND PRESENTATION(S)

A. 2022-2023 Proposed Budget by Dr. Maria C. Rios, Assistant Superintendent, Administrative Services

B. 2022-2023 Local Control and Accountability Plan (LCAP) by Dr. Jennifer Fang, Assistant Superintendent, Educational Services

XXV. ACTION ITEM(S)

A. ACTION - 2021-2022 Tentative Agreement, Rosemead Teachers Association (RTA), Management, and Confidential and the Rosemead School District, Regarding Compensation; Health and Welfare Benefits Cap Increase; 2022-2023 Professional Development Days; Pre-Service Day; Extra Duty Rate Increase; Doctoral Stipend; Dual Language Immersion (DLI) Stipend; Nurse Compensation; Retiree Medical Benefits, including the Public Disclosure of Proposed Collective Bargaining Agreement in Accordance with AB1200 and the Updated 2021-2022 Certificated, Management Certificated, Management Classified, and Confidential Salary Schedules

Consideration of Approval of the 2021-2022 Tentative Agreement, Rosemead Teachers Association (RTA), Management, and Confidential and the Rosemead School District, Regarding Compensation; Health and Welfare Benefits Cap Increase; 2022-2023 Professional Development Days; Pre-Service Day; Extra Duty Rate Increase; Doctoral Stipend; Dual Language Immersion (DLI) Stipend; Nurse Compensation; Retiree Medical Benefits, including the Public Disclosure of Proposed Collective Bargaining Agreement in Accordance with AB1200 and the Updated 2021-2022 Certificated, Management Certificated, Management Classified, and Confidential Salary Schedules

Moved by _____ Seconded by _____ Vote _____

B. ACTION - 2022-2023 Professional Academic School Calendar, Late Start Schedule, and Administrator & Classified Holidays Schedule

Consideration of Approval of the 2022-2023 Professional Academic School Calendar, Late Start Schedule, and Administrator & Classified Holidays Schedule

Moved by _____ Seconded by _____ Vote _____

C. ACTION - Fourth Quarter Williams Settlement Quarterly Report to the County Superintendent, Uniform Complaints Report for 2021-2022 for the Period of March - June 2022

Consideration of Approval of the Fourth Quarter Williams Settlement Quarterly Report to the County Superintendent, Uniform Complaints Report for 2021-2022 for the Period of March - June 2022

Moved by _____ Seconded by _____ Vote _____

D. ACTION - Service/Consultant Proposals/Bid Awards/Memorandum of Understanding/Contract Report

Consideration of Approval of the Service/Consultant Proposals/Bid Awards/Memorandum of Understanding/Contract Report

Moved by _____ Seconded by _____ Vote _____

1. ACTION - ADMINISTRATIVE SERVICES - Designed Protection Insurance Services (DPIS) - Districtwide [RENEWAL]

Consideration of Approval of Contract for Designed Protection Insurance Services (DPIS), for 2022-2023 School Year (Districtwide)

2. ACTION - ADMINISTRATIVE SERVICES - School Employers Association of California (SEAC) - Districtwide [RENEWAL]

Consideration of Approval of Contract for School Employers Association of California (SEAC), for Membership (Districtwide)

3. ACTION - EDUCATIONAL SERVICES - BrainPOP- Mildred B. Janson Elementary School [RENEWAL]

Consideration of Approval of Contract with BrainPOP, for School Membership (Mildred B. Janson Elementary School)

4. ACTION - EDUCATIONAL SERVICES - Epic - Mildred B. Janson Elementary School [RENEWAL]

Consideration of Approval of Contract with Epic, for Membership (Mildred B. Janson Elementary

- School)
5. ACTION - EDUCATIONAL SERVICES - ESGI, LLC - Districtwide [RENEWAL]
Consideration of Approval of Contract with ESGI, LLC, for Membership (Districtwide)
 6. ACTION - EDUCATIONAL SERVICES - Formative - Mildred B. Janson Elementary School [RENEWAL]
Consideration of Approval of Contract for Formative, for Classroom Membership (Mildred B. Janson Elementary School)
 7. ACTION - EDUCATIONAL SERVICES - Jupiter - Mildred B. Janson Elementary School [RENEWAL]
Consideration of Approval of Contract for Jupiter, for Classroom Subscriptions (Mildred B. Janson Elementary School)
 8. ACTION - EDUCATIONAL SERVICES - Learning A-Z - Mildred B. Janson Elementary School [RENEWAL]
Consideration of Approval of Contract for Learning A-Z, for Classroom Subscriptions (Mildred B. Janson Elementary School)
 9. ACTION - EDUCATIONAL SERVICES - PowerSchool Group, LLC - Districtwide [RENEWAL]
Consideration of Approval of Contract for PowerSchool Group, LLC, for Enrollment Express (Districtwide)
 10. ACTION - EDUCATIONAL SERVICES - Zoom Video Communications, Inc. dba Zoom - Districtwide [RENEWAL]
Consideration of Approval of Contract with Zoom Video Communications, Inc. dba Zoom, for Use of Video Communication Platform (Districtwide)
 11. ACTION - FISCAL SERVICES - Los Angeles County Office of Education (LACOE) - Joint Educational Transit (JET) 2022-2023 - Districtwide [RENEWAL]
Consideration of Approval of Contract with Los Angeles County Office of Education (LACOE) - Joint Educational Transit (JET), 2022-2023
 12. ACTION - FISCAL SERVICES - Los Angeles County Office of Education (LACOE) - PC Product Services 2022-2023 - Districtwide [RENEWAL]
Consideration of Approval of Contract with the Los Angeles County Office of Education (LACOE) for the 2022-2023 School Year - PC Product Services
 13. ACTION - HUMAN RESOURCES - Frontline Technologies Group, LLC, dba Frontline Education - Districtwide [RENEWAL]
Consideration of Approval of Contract with Frontline Technologies Group, LLC, dba Frontline Education to Provide Substitute Management
 14. ACTION - NUTRITION & WELLNESS - California Linen Services - Districtwide [RENEWAL]
Consideration of Approval of Contract for California Linen Services, for Linen Rental and Laundering Services
 15. ACTION - NUTRITION & WELLNESS - EMS LINQ, Inc. - Districtwide [RENEWAL]
Consideration of Approval of Contract for EMS LINQ, Inc., for the United States Department of Agriculture (USDA) Approved School Nutrition Software System, ongoing Technical Support, and Maintenance (Districtwide)
 16. ACTION - NUTRITION & WELLNESS - Food Safety Systems - Districtwide [RENEWAL]
Consideration of Approval of Contract for Food Safety Systems, for a Complete and Sustainable Food Safety and Sanitation System, inclusive of Oversight, Safety, Sanitation Training (Districtwide)
 17. ACTION - NUTRITION & WELLNESS - IMS Refrigeration, Inc. - Districtwide [RENEWAL]
Consideration of Approval of Contract for IMS Refrigeration, Inc., for Preventive Maintenance and Repairs on Refrigerators and Freezers (Districtwide)
 18. ACTION - NUTRITION & WELLNESS - Manzo Mechanical, Inc. - Districtwide [RENEWAL]
Consideration of Approval of Contract for Manzo Mechanical, Inc., for Preventative Maintenance and Repairs on Speed Line and Ovens (Districtwide)
 19. ACTION - NUTRITION & WELLNESS - Monnit Corporation - Districtwide [RENEWAL]
Consideration of Approval of Contract with Monnit Corporation, for Wireless Temperature Sensors for Walk in Refrigerators and Freezers (Districtwide)
- E. ACTION - 2022-2023 Migrant Education Consortium Legal Assurances and Memorandum of Understanding (MOU)
Consideration of Approval of the 2022-2023 Migrant Education Consortium Legal Assurances and Memorandum of Understanding (MOU)

Moved by _____ Seconded by _____ Vote _____

- F. ACTION - Board of Trustees Designation of their Los Angeles County School Trustee Association (LACSTA) Board Representative for the 2022-2023 School Year
Consideration of Approval to Designate _____, as the Board's 2022-2023 Los Angeles County School Trustees Association (LACSTA) Annual Representative

Moved by _____ Seconded by _____ Vote _____

- G. ACTION - Expanded Learning Opportunities Program (ELO-P) Plan Guide
Consideration of Approval of the Rosemead School District's Expanded Learning Opportunities Program (ELO-P) Plan Guide

Moved by _____ Seconded by _____ Vote _____

- H. ACTION - Resolution No. 21-22/24, Spending Plan for the Education Protection Account (EPA) Funds, 2022-2023 Fiscal Year
Consideration of Approval of Resolution No. 21-22/24, Spending Plan for the Education Protection Account (EPA) Funds for the 2022-2023 Fiscal Year

Moved by _____ Seconded by _____ Vote _____

XXVI. DISCUSSION ITEM(S): None

XXVII. NEW BUSINESS

XXVIII. PUBLIC COMMENTS ON CLOSED SESSION ITEMS (3 minutes per person or 20 minutes per topic)

XXIX. RECESS TO CLOSED SESSION at ____ p.m.

XXX. CLOSED SESSION

XXXI. ADJOURNMENT OF CLOSED SESSION at _____ p.m.

XXXII. RECONVENE TO OPEN SESSION at _____ p.m.

XXXIII. ANNOUNCEMENT OF ANY ACTION TAKEN IN CLOSED SESSION (if any)

XXXIV. ADJOURNMENT The meeting (be) adjourned at _____ p.m.

Moved by _____ Seconded by _____ Vote _____

XXXV. NEXT MEETING DATES

- Thursday, June 23, 2022, Regular Meeting
- Thursday, August 4, 2022, Regular Meeting
- Thursday, September 1, 2022, Regular Meeting
- Thursday, September 15, 2022, Regular Study Session Meeting

Copies of the agenda materials are available in the Rosemead School District Office at the Reception desk, 3907 Rosemead Blvd., Suite, 210, Rosemead, CA 91770.



XXII. A. PUBLIC HEARING - 2022-2023 Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) Budget Overview for Parents

Quick Summary / Abstract

The Board of Trustees of the Rosemead School District will hold a public hearing to solicit recommendations and comments from members of the public regarding the 2022-2023 Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) Budget Overview for Parents prior to adoption.

From

Jennifer Fang, Ph.D., Assistant Superintendent, Educational Services

Supporting Documents



PH-LCAP Cover



PH-LCAP Plan and LCFF Budget Overview for Parents_Attch

ROSEMEAD SCHOOL DISTRICT

District Office Board Room
3907 Rosemead Blvd., Rosemead, CA 91770

ZOOM MEETING ID# 848 8259 2748 / PASSWORD: 945315

**Thursday, June 16, 2022
7:30 p.m.**

PUBLIC HEARING

2022-2023

Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) Budget Overview for Parents

The Board of Trustees of the Rosemead School District will hold a public hearing to solicit the recommendations and comments from members of the public regarding the 2022-2023 Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) Budget Overview for Parents prior to adoption.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rosemead School District

CDS Code: 19649310000000

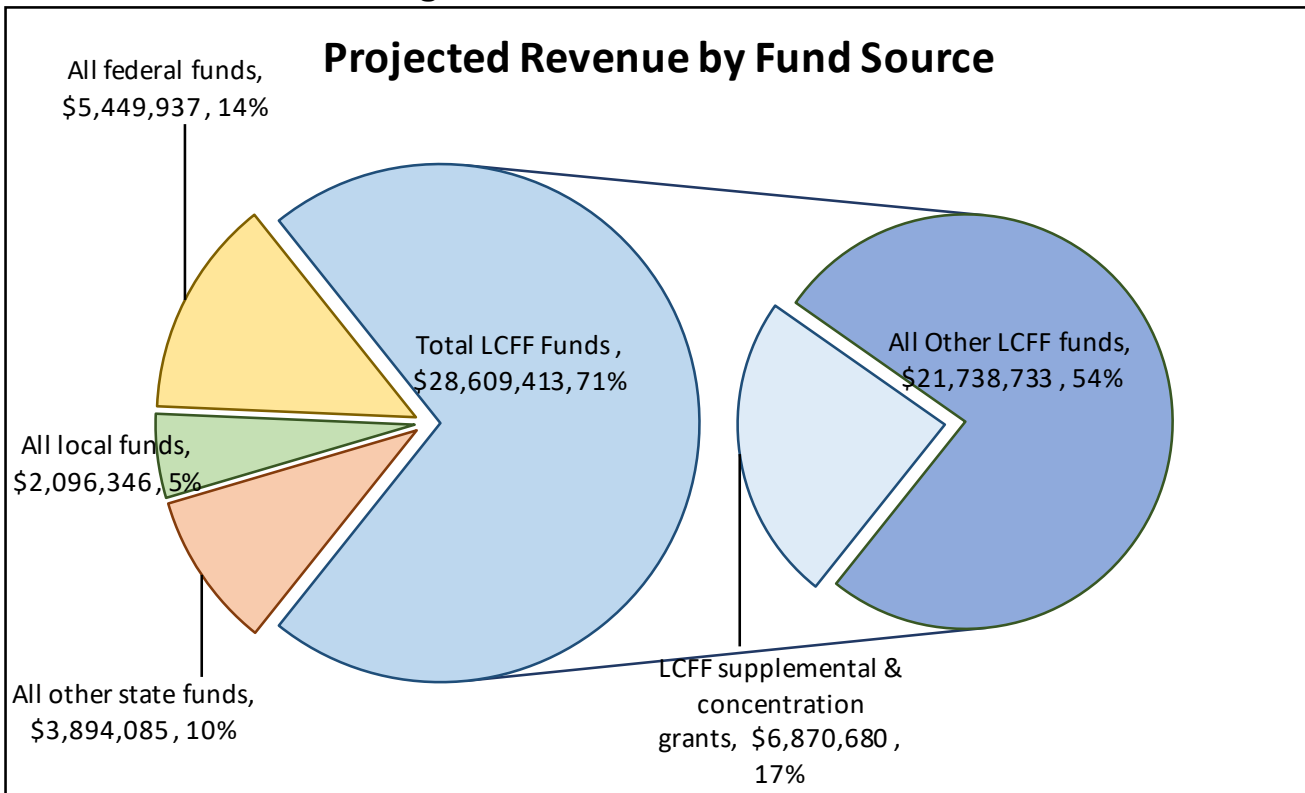
School Year: 2022 – 23

LEA contact information: Jennifer Fang, Assistant Superintendent, Educational Services

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

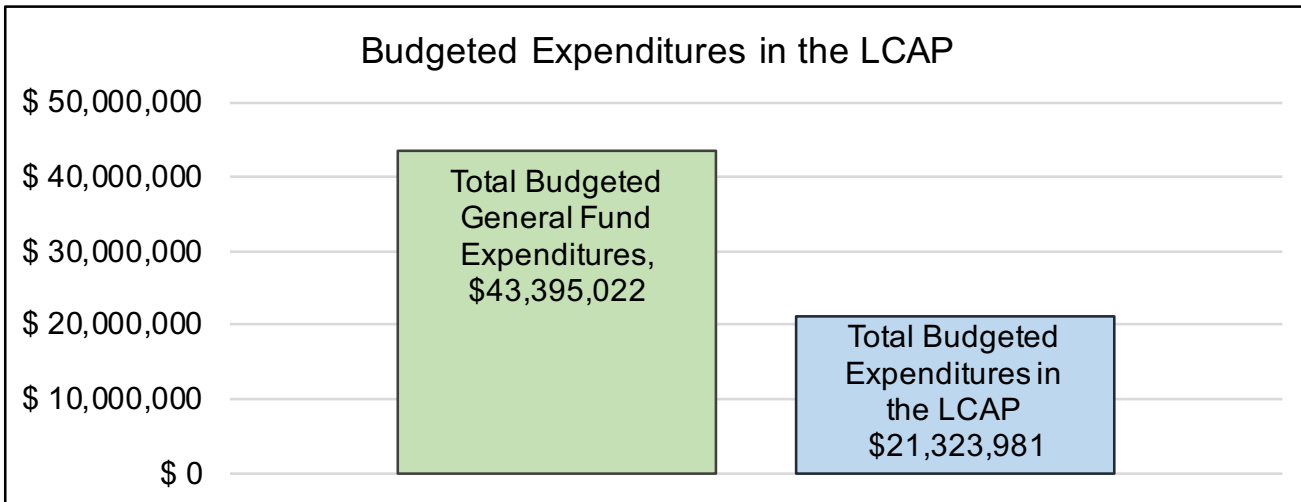


This chart shows the total general purpose revenue Rosemead School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rosemead School District is \$40,049,781.00, of which \$28,609,413.00 is Local Control Funding Formula (LCFF), \$3,894,085.00 is other state funds, \$2,096,346.00 is local funds, and \$5,449,937.00 is federal funds. Of the \$28,609,413.00 in LCFF Funds, \$6,870,680.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Rosemead 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: Rosemead School District plans to spend \$43,395,022.00 for the 2022 – 23 school year. Of that amount, \$21,323,981.00 is tied to actions/services in the LCAP and \$22,071,041.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

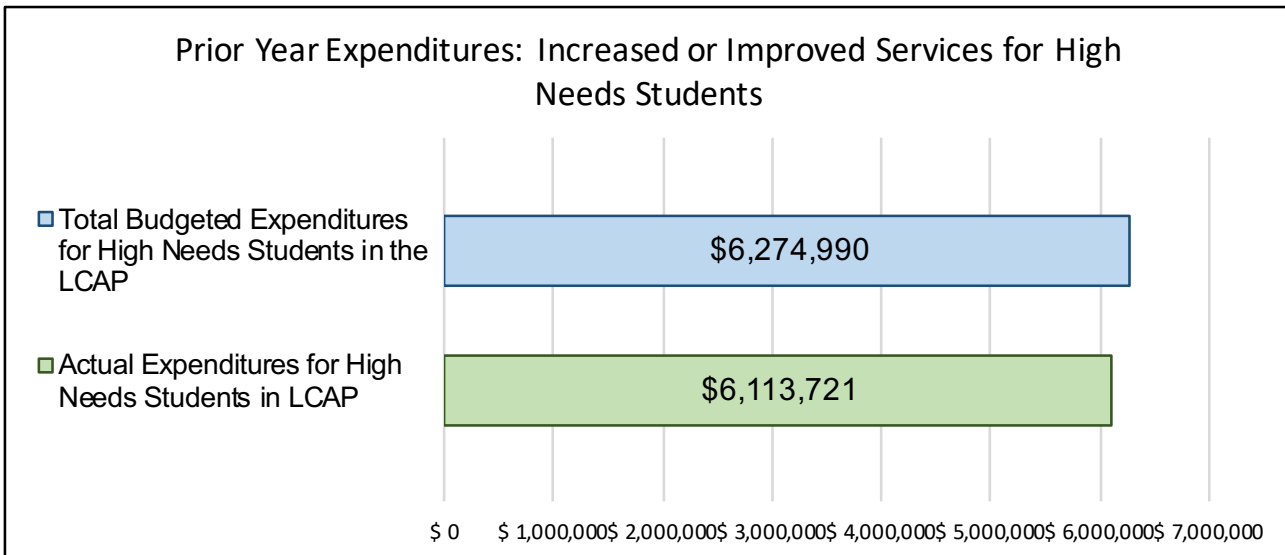
Employee salary and benefits make up approximately 80% of LCFF Base Funds (approximately \$17M that is not included in the LCAP which describes how Supplemental & Concentration Funds will be used).

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

In 2022 – 23, Rosemead School District is projecting it will receive \$6,870,680.00 based on the enrollment of foster youth, English learner, and low-income students. Rosemead School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rosemead School District plans to spend \$6,870,680.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Rosemead 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 Rosemead 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, Rosemead School District's LCAP budgeted \$6,274,990.00 for planned actions to increase or improve services for high needs students. Rosemead School District actually spent \$6,113,721.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$161,269.00 had the following impact on Rosemead School District's ability to increase or improve services for high needs students:

Due to continued COVID-19 challenges, we did not have as many teachers sign up for additional opportunities such as teaching in-person after school intervention and enrichment classes to provide extra support for our unduplicated student population. There were also a limited number of teachers who were willing to be instructional leads from each school site. Therefore, we spent \$161,269 less than what was budgeted. The \$161,269 will be carried over to be used for these same actions in the 2022-2023 school year.



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
Rosemead Elementary School District	Jennifer Fang, Ph.D., Assistant Superintendent, Educational Services	jfang@rosemead.k12.ca.us 626-312-2900

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 2021–22 Local Control and Accountability Plan (LCAP).

Rosemead School District has deeply engaged our partners in our use of funds. On August 21, 2021, November 16, 2021, January 12, 2022, and February 16, 2022, we held town hall meetings for parents and community members during which we solicited questions and concerns about student safety and learning. Similarly, we held all staff meetings on September 13, November 11, and January 4 with the entire district staff to hear concerns and suggestions about student and staff safety and learning. In both of these sets of meetings, our partners shared ideas for student and staff needs which informed the use of funds provided through the Budget Act of 2021 which were not included in the LCAP.

Our Assistant Superintendent of Educational Services has been a guest at our joint District Advisory Committee and District English Learner Advisory Committee meetings in January of 2022 and November of 2021 to share updates on the LCAP and request input from the committees on how to use additional funds. The district is also holding monthly LCAP Community Meetings from January - May 2022 (January 12, February 9, March 9, April 13, May 11, with a combined DELAC/DAC on June 1), to provide updates on the implementation of LCAP action plans, progress toward outcomes and engaging educational partners in the development of the goals, actions and budget priorities in the LCAP.

The district plans to send out several new surveys in March/April 2022 to engage educational partners and seek additional input for how the district can better support student learning, provide social-emotional/mental health supports and effectively use additional funds. These surveys will include the new LCAP Survey, California Healthy Kids Survey, California School Staff and Parent Survey, the Leader in Me Survey, and the Positive Behavior Intervention & Support (PBIS) Survey.

RSD Board approved district plans can be found on our webpage at the links below:

Learning Continuity And Attendance Plan Link: <https://drive.google.com/file/d/1VL1rAKIIYWqenvDVznhehbdlgYWrhK77/view>

Expanded Learning Opportunities Grant Plan Link:

https://www.rosemead.k12.ca.us/cms/lib/CA01902711/Centricity/Domain/42/Expanded%20Learning%20Opportunities%20Grant%20Plan%20BoardApproved_RSD_5.25.21.pdf

ESSER III Expenditure Plan Link:

https://www.rosemead.k12.ca.us/cms/lib/CA01902711/Centricity/Domain/42/ESSER%20III%20ExpenditurePlan_2021_Rosemead.pdf

Educator Effectiveness Block Grant 2021-2026 Link:

https://www.rosemead.k12.ca.us/cms/lib/CA01902711/Centricity/Domain/42/RSD%20EducatorEffectivenessBlockGrantPlan%202021-2026_BA%20Dec%202021.pdf

Local Control Accountability Plan 2021-2024 Link: <https://www.rosemead.k12.ca.us/site/Default.aspx?PageID=653>

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.

Rosemead School District received \$808,547 in additional one-time Supplemental and Concentration Funds in 2021-22.

RSD intends to use these funds for:

- Increasing enrichment opportunities during and after school
- Increasing after school intervention and tutoring
- Purchasing STEAM materials & student technology
- Providing parent workshops
- Providing ongoing professional learning opportunities
- Hiring staff to support the health, safety and learning of students

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.

COVID Emergency Relief Funds (CARES, ESSER I, ESSER II, ESSER III) and Expanded Learning Opportunities Grant (ELO-G) are used to support professional development to train and prepare teachers and staff on health and safety protocols throughout the pandemic, along with professional development with an academic focus to mitigate against learning loss by accelerating learning. We also dedicated these funds to hire additional staff, purchase personal protective equipment, instructional materials, and one-time technology purchases. These one-time funds are temporary and will be used only for the funding duration.

The Rosemead School District (RSD) has made great efforts to communicate and work with parents, teachers and school staff throughout the course of the COVID-19 pandemic to ensure a collaborative process to prepare for school re-opening for in-person instruction and continuing learning. The district held multiple task force meetings with representatives from certificated, classified and administrative leadership teams to plan for high quality distance and hybrid learning along with creating positive, safe and healthy environments. Parent meetings through District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC), LCAP Parent/Community, RSD Board Meetings and site coffee chats were also held to provide stakeholders with opportunities to give input and feedback on the new Local Control Accountability Plan (LCAP) and Expanded Learning Opportunities (ELO) Grant Plan. In addition, the district invited parents, teachers and staff to complete an LCAP & ELO Grant Plan Survey to gather input to determine the goals, actions and budget priorities. The administrative leadership team conducted a data analysis and needs assessment. The areas of need are categorized into four areas of focus: learning acceleration, social-emotional, powerful first instruction, and engagement. We will continue to integrate our district-wide Leader in Me/7 Habits and Positive Behavior Interventions and Supports (PBIS) to create an engaging learning experience in a positive school climate.

Three LCAP Parent/Community meetings were held prior to the adoption of this plan. The April 22, 2021 meeting was dedicated to presenting the ELO Grant and seeking input on prioritizing areas of need for this one-time funding. A presentation on the ELO Grant was shared at the April 14, 2021 DELAC/DAC meeting and at the May 6, 2021 board meeting. The DELAC/DAC and school board input and feedback influenced the actions and services in the plan. A draft plan was posted on the district website on May 20, 2021

for public review. On May 25, 2021, the plan will be presented for board approval. After the board approves the plan, it will be submitted before June 1, 2021 to the Los Angeles County Office of Education (LACOE).

The district has also conducted several educational partners surveys to gather feedback on the development of the Learning Continuity Plan, Expanded Learning Opportunities Grant Plan, the Educator Effectiveness Block Grant, and the Local Control Accountability Plan. The district conducted a survey of educational partners in October 2021 to seek additional input from students, parents, teachers and staff after returning back to in person school. The extensive feedback was used to develop the ESSER III Expenditure Plan.

Teacher, staff and parent feedback surveys suggest that the two highest priorities for returning back to school are providing social-emotional support (with over 70% rating this as highest priority) and academic interventions during and after school (with over 75% rating this as highest priority). Seven priorities emerged from the consultation process and surveys:

1. Social Emotional and mental health supports
2. Academic interventions (including extended learning opportunities, especial for students who are part of the vulnerable populations
3. Enrichment opportunities such as music, arts, robotics, coding and sports
4. Professional development for teachers and staff on accelerating learning and intervening
5. Parent education workshops on supporting learning at home
6. Environmental safety through health protocols and sanitizing

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.

ESSER III funds will not be used until the 2022-2023 school year since actions in the ESSER III expenditure plan are an extension of the Expanded Learning Opportunities Grant Plan. At the end of the 2021-22 school year, data will be reviewed to assess the effectiveness of the actions described in the ELO Grant Plan for continuation or revision.

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.

Rosemead School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. RSD's LCAP, district mission, along with the board goals are all aligned to meet the following LCAP goals:

LCAP Goal 1: Exemplary Teaching: Provide each student with effective, engaging instruction that helps them master grade-level standards and achieve college and career readiness.

LCAP Goal 2: Academic Success for ALL Students: Implement a robust system of supports with equitable opportunities for students needing additional support so that all students flourish and achieve at their highest level.

LCAP Goal 3: Empowered Leadership: Develop life-ready leaders by supporting students socially and emotionally, teaching leadership, creating a culture of student empowerment, and aligning systems.

LCAP Goal 4: Meaningful Connections: Every family is connected, engaged, and supported in helping their student at home.

In addition to the supports and services provided as part of the LCAP, RSD is utilizing one-time funds from the ELO Grant Plan and ESSER III Plan to meet each of our LCAP Goals.

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 2021–22 Local Control and Accountability Plan (LCAP).”*

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rosemead Elementary	Jennifer Fang Assistant Superintendent, Educational Services	jfang@rosemead.k12.ca.us (626) 312 2900

Plan Summary 2022-2023

General Information

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

Located in the San Gabriel Valley, just ten miles east of downtown Los Angeles, the city of Rosemead has evolved from its roots as a ranching and farming community to a future-focused town that promotes small business ownership and celebrates diversity. Founded in 1859, Rosemead School District is proud of its long tradition of serving the Rosemead community with academic excellence. The district serves over 2,300 transitional kindergarten through eighth grade students in four elementary schools and one middle school. This past year, we have also run an independent study program for students whose families wished them to remain in virtual learning. We also teach approximately 150 preschool students. Students from Rosemead attend Rosemead High School, which is part of the El Monte Union High School District.

Diversity is a tremendous asset in our district. Our students come from a wide variety of backgrounds. Ethnically, 54% of our students are Asian, 36% are Hispanic or Latino, 2% are White, 1.4% are Filipino, 0.3% are African American, and just over 6% are of mixed heritage or have declined to state. While one-third of our students speak English as their first language, approximately 37% of our students are English learners; primary languages include Spanish (20%), Vietnamese (18%), Cantonese (17%), Mandarin (8%), and -- to a lesser degree--Burmese, Chiuchow, Tagalog, Korean, Khmer, and Indonesian. Over 79% of our students qualify for free or reduced-price meals, 2% of our students are homeless, 0.3% are foster youth, and 11.2% are identified as students with disabilities.

The Rosemead School District provides a challenging academic environment that encourages lifelong learning and embraces diversity. In partnership with parents and the community, our mission is to nurture the whole child, including their intellectual, physical, emotional, and ethical growth, in order to prepare them to be responsible, healthy, productive, contributing members of our global society. We strive for all members of our educational community to LEAD:

- L - Lifelong learners and leaders of our global society
- E - Ethical behavior and mindsets
- A - Academic rigor, support, and achievement
- D - Diversity is valued and respected

The district team holds a core set of beliefs about the components of effective schools: high expectations; placement of student academic, social, and emotional needs above all else; quality instructional program that prepare students to be responsible, well-informed citizens with high ethical standards, creative problem solvers, effective communicators, and lifelong learners, active parent involvement, and active participation of students, staff, and parents in decision making.

Reflections: Successes

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

Reflecting on our progress and achievement this year, we take pride in four key areas.

Professional Development:

It is our goal to provide exemplary teaching to every child, every day, and to ensure that all unduplicated pupils are engaged and supported in learning. This past year, our professional development program supported teachers in delivering effective first-year implementation of our new science curriculum for kindergarten through grade 8 and our new language arts curriculum for grades 7 and 8. Both of these curricula have resources for integrated ELD, which was a focus of the PD. Data from principals' observations of science and language arts instruction and teacher feedback on PD surveys reassure us that we are on the right path. Initial results from our spring summative ELPAC show a large number of students scoring at the proficient level, and we believe that the implementation of integrated ELD with these new curricula was part of that success.

Specialized training and mentorship for our new teachers through the Induction program was also a success, as we see that the reading and math achievement and growth on our local assessments in the classrooms taught by teachers in the induction program were close to on par with the achievement in the classrooms of more experienced teachers. We will continue to fund professional development days and Induction to build upon these successes.

The final success of note was that our middle school was named a 2022 Pivotal Practices Awardee for its development of professional learning communities. The teachers worked to develop common formative assessments to ensure that all students received instruction aligned to the same standards and used a process of shared analysis to discuss best practices.

Strategic Instruction:

Another important goal is providing differentiated support and targeted instruction to accelerate the learning for groups of students who began the school year at a lower achievement level. We hosted district-wide data analysis days when teachers analyzed i-Ready and Star data, as well as introduced the use of interim assessment blocks (IABs) in grades 3-8 this year. As a result, teachers planned more focused small group instruction for math and designated ELD. We used temporary funds to hire paraprofessionals to support elementary teachers in working with targeted groups and individuals to fill in gaps. We will build on this work next year by providing professional development for both teachers and instructional aides on the science of reading and how to teach math conceptually.

Instructional supports for our multilingual population improved this year. At the elementary level, our ELD/intervention teachers provided targeted phonics and fluency instruction during the school day, catching up many students who had missed foundational reading skills during distance learning the year before. At the middle school level, we strengthened our ELD program to support students at all levels of English proficiency. In 2021, 21% of our English learner students in our middle school were long-term English learners, meaning they had been in US schools for six or more years and had still not been redesignated. This past year, we began using a new curriculum for our middle school ELD classes for our LTELs, one that is aligned with the English Language Arts curriculum. The middle school ELD course was also expanded from a thirty-minute course to a full period with students enrolled by ELD level, and ELD teachers engaged in quarterly full-day professional learning to share and learn best practices for supporting LTELs. Early ELPAC results show that over 40% of our middle school ELs scored at a level 4 on the assessment, a strong indicator that they will be reclassified. These great strides established a solid foundation that we must build on in the year to come to ensure that our students are prepared for high school when they leave our district.

Nurturing the Whole Child:

In the area of student empowerment and support for the whole child, we reinvigorated our signature Leader in Me and Positive Behavior Interventions and Supports programs to welcome students back to campus. Janson Elementary School was named the second-ever Leader in Me Legacy School and hosted an international day of learning to showcase its work to schools across the globe that are using the 7 Habits. Though attendance suffered a bit district-wide due to Covid infections and quarantining throughout the year, we saw that students were eager to be in school and wanted to Zoom in to lessons if they were out on quarantine. We also developed new programs to engage students this year, such as a girl's group for at-promise students at Muscatel and The Power in Me conference to empower girls in grades 6-8 to plan for the future.

Parent Engagement:

We count our efforts this year to engage the parents of unduplicated pupils as a success. The superintendent's frequent all-district town halls, parent conferences, coffee chats, workshops, and outreach by community liaisons all helped us in our goal to build parent capacity to support their children's education. We hosted the Latino Family Literacy Project for the first time this year, a well-attended 6-part workshop in Spanish for Latino parents and their children focused on supporting literacy and the path to college. On our California Schools Parent Survey, we had an increase of 7% over last year of the parents of English learners who strongly agreed that teachers communicated with them about how their children were doing and that the school kept them informed about their role and about school activities.

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.

There are several areas that stand out as needing significant improvement: mathematics instruction, our work with a few subgroups (including Hispanic/Latino students and students with disabilities), and reducing discipline referrals. A major focus of our attention in the next year will be strengthening our Multi-Tiered System of Supports (MTSS) for both academic and social-emotional needs. In addition to building on our work around the mindset that all children can achieve with the proper support, we will conduct professional development on classroom management approaches and instructional strategies which serve as Tier 1 supports; help teachers to refine Tier 2 targeted assistance groups; and provide training for all teachers (including upper grades teachers) on techniques for teaching math skills and concepts.

Though we focused on accelerating learning this year, our students ended the year further behind in math than we would like. Local assessment results show that in the spring of 2022, 36% of elementary students were one year behind in math as measured by the i-Ready math diagnostic, and another 10% were two or more years behind. At the middle school, approximately 30% of students were in need of intervention in math as measured by Star math. We will use professional development time to work with teachers on both Tier 1 and Tier 2 math instruction to increase proficiency in mathematics.

Our Hispanic/Latino population has not been performing at the same level as compared to our Asian population and "all students" group in most academic areas. On our 2020-21 local assessments used in lieu of SBAC, average Hispanic/Latino students' proficiency was 18% below Asian students in reading and almost 30% lower in math. Our local data from 2022 showed a disappointingly similar trend: On our mid-year Star and i-Ready assessments, our Hispanic/Latino students were progressing at almost the same rate as all students. However, their achievement was approximately 25% lower in reading and 30% lower in math. We see concerning trends with our Hispanic/Latino students' behavior: of the students who were suspended in the 2021-22 school year, over 50% were Hispanic, compared with a Hispanic enrollment of 36%. In addition to the Multi-Tiered System of Supports we will be strengthening, we will be intentional about our enrollment of Hispanic/Latino students in enrichment programs, will continue our professional development on implicit bias, and will consider equity along racial lines.

The academic achievement of our students with disabilities is another area where we need to continue to devote our attention. We have seen growth in our achievement of students with disabilities this year. Grade level proficiency for students with disabilities increased by 25% in math and 11% in reading from August through March. Nonetheless, 28% fewer students with disabilities were on grade level in reading, and 22% fewer students with disabilities were on grade level in math than general education students. Piloting a new reading intervention curriculum designed to support students with learning differences next year will be a step in the right direction. Throughout 2020 and into the fall and winter of 2021, our district engaged in a deep reflection and analysis of our processes for identifying students with disabilities and found that we needed to strengthen and increase the supports and strategies we use to help students who may not be succeeding either academically or socially. This work aligns with the refinement of our Multi-Tiered System of Supports.

Supporting students socially and emotionally during this unprecedented, challenging era continues to be a significant need. Office referrals, suspensions, and referrals to mental health providers increased as students grappled with the fallout from the pandemic. Perception of caring relationships between adults and students reported on the California Schools Staff Survey and California Healthy Kids Survey dipped this year for both elementary and middle school students and elementary and middle school staff. We will therefore continue to refine our work with Leader in Me and PBIS; our team of excellent psychologists and middle school counselor will continue to innovate and collaborate to bring best in class practices to our students to support their mental health and we will offer ongoing professional development for our teachers and classified staff in how to create caring, supportive environments for all students.

Developing our Multi-Tiered System of Supports is clearly a priority for us next year. Our LCAP includes funding for community liaisons, and part of our work in the next year will be to continue to develop their capacity to meet the variety of needs our families have which make it difficult for students to attend school regularly or focus on school when they are here.

We held a series of parent workshops on supporting children's mental health in the fall and another series in the spring.

LCAP Highlights

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

This Local Control Accountability Plan for 2022-23 is anchored in four goals:

1. Exemplary Teaching: Provide each low income and English learner student with effective, engaging instruction that helps them master grade level standards and achieve college and career readiness.
2. Academic Success for All Students: Implement a robust system of supports with equitable opportunities for students needing additional support so that all students flourish and achieve at their highest level.
3. Empowered Leadership: Develop life-ready leaders by supporting students socially and emotionally, teaching leadership, creating a culture of student empowerment, and aligning systems.
4. Meaningful Connection: Every family is connected, engaged, and supported in helping their student at home.

The first goal --exemplary teaching-- has as its desired outcome both conditions which research shows accompany strong teaching (including collaboration, a guaranteed, standards-aligned curriculum across the classrooms, and impactful professional learning) as well as evidence that students are given a broad and rigorous course of study and are mastering what they are taught.

Goal 2's focus on all students guides us to reduce achievement gaps for subgroups that have historically underperformed in our district. Key actions for this goal are well-planned, strategic interventions both within and beyond the school day; an enriched course of study that supports the development of vocabulary, knowledge, critical thinking, and communication skills through the arts and engineering; and the development of a more robust data analysis cycle. We will know we have met this goal when our Hispanic students, students with special needs, and English learner students are catching up to their more highly achieving peers. Several of our desired outcomes for this goal are therefore tied to growth metrics to capture the accelerated development we seek to catalyze.

Our third goal and its actions are designed to maintain and build upon the consistent, caring school communities we have established where students feel safe to take academic risks and taught leadership skills such as backwards planning, synergizing, and listening to understand others' perspectives. Two signature districtwide programs-- Leader in Me/7 Habits and Positive Behavioral Interventions and Supports (PBIS)-- are central to our strategy for meeting this goal.

Finally, our LCAP honors the invaluable partnership with parents. When we seek parents' input in a safe forum and foster their leadership on advisory committees, we are able to hear from the people closest to the students about their needs. When we provide workshops that help parents take advantage of community resources, navigate the world of parenthood, and support academics at home, they are better able to help their children achieve. We seek to engage the parents of unduplicated pupils, especially so that they can help us to level the playing field for their children.

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.

We do not have any schools eligible.

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.

Rosemead School District values collaboration with all educational partners in developing effective and meaningful plans. We also believe in the importance of communicating meaningfully with parents who speak a language other than English and are intentional about creating spaces where non-English voices can be heard. Our outreach efforts with pupils, parents, teachers, principals, other personnel, and employee bargaining units continue to provide valuable input and feedback to inform our planning related to instruction, curriculum, assessment, school operations, child nutrition, student support services, and social and mental health services.

To inform the 2022-23 plan, the district used various methods of two-way communication to engage educational partners in our community. Beginning in the summer of 2021, just before school opened, our Educational Services staff presented the LCAP goals, metrics, and actions to school principals and district administrators and had them analyze end-of-year student data to identify key moves they could make in their own departments and school sites related to each of our LCAP action items in order to reach the desired outcomes. Twice a month from October through May, the principals, directors, and school psychologists engaged in "data discussions" at leadership meetings in which they analyzed data to determine what was working and what needed adjustments. As a result of each of these data discussions, we were able to collect input from leaders that informed the 2022-23 plan.

Teacher consultation on the LCAP occurred throughout the school year via surveys, input during the Superintendent's all staff meetings, and targeted outreach at site staff meetings on specific topics pertinent to this year's LCAP implementation and plans for next year's implementation. We also analyze results from the teacher form of the Leader in Me Measurable Results Assessment (MRA), the CalSCHLS staff survey, and the PBIS Self-Assessment Survey to inform the LCAP. The members of the teacher leader Literacy Assessment Team gathered input from each of their site colleagues to weigh in on LCAP action items related to Tier1 and Tier 2 literacy

instruction for this upcoming year. The Rosemead Teachers Association, through its regular meetings with the district cabinet, shared feedback on the LCAP. In addition, they were provided a draft of the LCAP the week of May 31 for feedback.

Similarly, consultation with classified staff was made through verbal input at all-staff meetings, targeted surveys about topics for professional development, and formal surveys including the Leader in Me Measurable Results Assessment (MRA), the CalSCHLS staff survey, and the PBIS Self-Assessment Survey. As a small district, we were also able to engage our staff in meaningful yet informal feedback. For example, after we brought in an outside agency to provide after-school visual and performing arts classes to our low-income students, our Ed Services coordinator asked the office managers and community liaisons what they saw as strengths and areas of weakness of the program. This past year, we implemented monthly role-alike meetings for attendance clerks, office managers, community liaisons, and custodians. In each of these settings, the staff was asked frequently for input on the needs of the district, and this input was used to inform the LCAP.

Student input was delivered through results of the Leader in Me Measurable Results Assessment (MRA), the California Healthy Kids Survey (administered in grades 5-8), and input on LCAP-aligned actions and expenditures made by the student representatives of the middle school School Site Council. In addition, the superintendent engaged the student Lighthouse team members at several schools in a focus group conversation to gain insight into what they saw as strengths and needs in their schools.

In preparation for the new 2022-23 LCAP, we engaged our District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) in LCAP input throughout the year. We held these meetings using Zoom this year and took advantage of Zoom polls, the chat, interpretation rooms, and breakout rooms to gather input and feedback from the representatives.

- During the October 13, 2021 meeting, we surveyed the DAC and DELAC members using a Zoom poll about how their students were doing academically with the return to in-person learning, shared beginning of the year reading and math data, and asked for suggestions in breakout rooms for implementing our LCAP actions.
- At the January 12, 2022 meeting, we summarized the 2021-22 plan and budget, allowable expenses, timeline, and process and took questions about the LCAP requirements. We asked the committees about each goal in turn: Which actions are most important to reach our desired outcomes? What other actions do you recommend? Members responded aloud and by writing comments in the chat.
- At the March 23, 2022 meeting, we asked the DAC and DELAC for ideas for how we can better support our multilingual students and families, especially those who have recently arrived in the U.S. Suggestions were made verbally and in the Zoom chat.
- At the April 27, 2022 meeting, our Human Resources coordinator shared information about the process we use for recruiting, hiring, and developing high quality teachers and instructional assistants, and he polled the committee members using a google form on areas where we need to strengthen our classroom staff's skills.
- At the June 2, 2022 meeting, the draft LCAP plan was presented. Superintendent Ruvalcaba was present and responded to questions posed by the committee.

We also held four LCAP Parent Community Input Meetings to engage the parents and community members in developing next year's plan.

- During the October 13, 2021 meeting, we reviewed the 2021-22 LCAP Goals and Actions and collected input via a Zoom poll on the planned use of the extra one-time supplemental and concentration funds.
- During the February 9, 2022 meeting, we focused on goals 1 and 2 and polled the attendees on instruction and supports for all learners. Discussion followed each poll question.
- During the March 9, 2022 meeting, we presented goal 3 and polled the attendees about support for students' social and emotional development and mental health. Discussion within interpretation channels followed each poll question, and ideas were shared out and then translated for the whole group.
- During the April 13, 2022 meeting, we presented goal 4 and asked attendees via a poll for their input on how we can improve partnerships with parents. At this meeting, we also encouraged the community to attend the DAC/DELAC meeting on June 1st and the public hearing on June 16, where the draft LCAP plan will be presented.

The district also consulted with the West San Gabriel Valley Special Education Local Plan Area (SELPA) to review and provide input on the LCAP draft. A SELPA program specialist provided consultation in February on our plans for literacy and professional development.

Our district's Significantly Disproportionate Stakeholder Team, consisting of our cabinet, psychologists, representative special education teachers, special education aides, parents of students with IEPs, principals, and SELPA employees, met in September and October to engage in professional learning around implicit bias and gave input into the Sig Dis plan, which is related to LCAP actions around professional development and MTSS.

LCAP presentations were made during district board meetings:

- During the October meeting, beginning of the year student achievement data and related LCAP actions were presented.
- During the February 17 study session, the Board was given a presentation on the one-time supplement to the LCAP and was presented with the mid-year progress report on the 2021-22 LCAP.

-During the June 16 meeting, a public hearing was held for the 2022-23 Local Control Accountability Plan with Budget Overview for Parents and built-in annual update and local indicators. The LCAP draft was uploaded onto the district's homepage, and all attendees were encouraged to send comments to the superintendent via a google form. The superintendent responded in writing to questions and posted answers to any questions after the public comment period.

-The final LCAP was approved by the board on June 23, 2022.

A summary of the feedback provided by specific educational partners.

Teacher Feedback: Based on the feedback from teachers on our professional development surveys from September, November, January, and March, as well as an April survey related to PD for the 2022-23 school year, high priorities for next year include support for how to maximize small group instruction, particularly in the area of early literacy skills for upper grades teachers and in how to accelerate learning in math for students missing foundational math concepts. Teachers also expressed a desire to shift from presentation-style PD on the new science curriculum to a coaching model with demonstration lessons and peer observations. Teachers expressed that they would like to maintain the district's support of the designated ELD program through the dedicated ELD/intervention teachers and release time for teacher collaboration. Teachers directly and through RTA representatives shared that they would like more support with the challenging student behaviors which have been more prevalent this year after the school closures of the past two years.

Rosemead Teacher Association Feedback: The teacher's union expressed a desire to continue to fund teacher's assistants (which are currently being paid for out of one-time Covid-relief funds that are temporary and for the funding duration) and to maintain class sizes that facilitate more personalized instruction and feedback. The union also supported release time for collaboration.

Principal Feedback: The five principals and the one assistant principal at our middle school shared feedback throughout the LCAP development process this year. As mid year i-Ready and Star data were analyzed in early January at a leadership meeting, administrators shared the need to strengthen both our Tier 1 and Tier 2 supports and offer professional learning for teachers on how to teach foundational literacy and math to students who have gaps in their learning. When analyzing the CalSCHLS data in early April and weighing in on the Parental Involvement and Family Engagement Local Indicator Self-Reflection in early May, school administrators shared the need for more consistent availability of translators or community liaisons who can help them communicate with Vietnamese, Mandarin, and Cantonese speaking families.

Administrators Feedback: Input from other district administrators was very helpful as well. Our Coordinator, Student Support Services and Special Education, strongly supported actions focused on strengthening Tier 1 and Tier 2 instruction to prevent over-identification of students in special education. She also expressed a desire to maintain the level of time and coaching devoted to our PBIS program to help our schools increase their level of implementation next year. Our middle school counselor and district psychologists all expressed a desire to maintain our partnerships with outside mental health providers given the large number of referrals they have helped to make this year.

Other School Personnel Feedback: Our instructional assistants, after school program leads, cafeteria staff, office team members, and community liaisons expressed a desire to maintain support for PBIS, which was successfully relaunched this year as schools re-opened, as well as a need for more translators to help with parent meetings. Another trend amongst classified staff feedback is that counseling and psychologists' support services are effective but still need to serve more students given the heightened level of anxiety, distress, and depression amongst our students.

Classified School Employees Association Feedback: CSEA members expressed support for instructional aides and mental health services for students. CSEA leadership also requested additional maintenance, cleaning, and sanitation staff.

Parent Feedback: Feedback from parents in almost all settings consistently called for an increase in enrichment classes in robotics, coding, and the arts (and a desire to continue those that were offered this year and expand into the summer months); a request to fund field trips once it is considered safe to take them; a desire for one on one tutoring that could be accessed both by students staying after school and by families at home in the evening. Polls at the LCAP input meeting in February showed that parents felt their children were being given a high level of personalized feedback and individualized attention, and they supported smaller classes. Parents consistently proposed maintaining or increasing the amount of counseling available, and a DAC member suggested that the Rosemead staff could benefit from professional development in dealing with challenging student behavior.

Student Feedback: Our pupil input came mostly from the California Healthy Kids Survey and Leader in Me Measurable Results Assessment. Results from the CHKS showed a slight dip in academic motivation, which supported the need for teacher professional development related to differentiated instruction. Approximately half of the

students completing CHKS did not agree that they participated meaningfully in school, a sharp decline from the previous year. We believe that the return to in-person learning, with its emphasis on safety protocols and the interruptions of students being tested and quarantined, may have led to a decline in lessons that promoted student decision-making, such as those including group work and interactive projects. Muscatel School Site Council members expressed a desire for continued clubs and interesting elective classes.

SELPA Feedback: In March, we consulted with a SELPA program specialist about LCAP Goal2, who advised us on how to focus on Tier 1 instruction and developing a stronger literacy assessment and analysis of the data. The Sig Dis Stakeholder Team concluded that our district needed to deepen its learning around implicit bias as well as to strengthen teachers' capacity to provide strong foundational literacy and math instruction as well as Tier 2 interventions.

Board of Trustees Feedback: The Rosemead School District Board of Trustees made mathematics instruction with a focus on Hispanic students and the disproportionality of Hispanic students in special education as priorities.

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

Goal 1: Exemplary Teaching

Based on the feedback from each of our professional development days, including ratings about how ready participants were to implement what they learned, we have continued to include professional development for both teachers and classified staff that will focus on ongoing learning, rather than a one-time "sit and get" approach. Ongoing professional learning topics will include differentiating instruction, particularly in the areas of early literacy and mathematics, implicit bias, trauma-informed care, and the history/social science framework-- to support a meaningful adoption of a new social studies curriculum. We decided to increase the number of classified staff PD to six full days for the 2022-23 school year. Teachers, parents, and principals all agreed that it was important to continue funding the ELD/intervention teacher position at each school along with paraprofessionals for kindergarten and transitional kindergarten to help teachers provide more individualized instruction. Input from the Board of Trustees, principals, teachers, and SELPA and Sig Dis Stakeholder Team influenced the implicit bias and foundational math and literacy focus of our professional development plan for 2022-23, which is funded through LCAP.

Goal 2: Academic Success for All Students

Actions included in this LCAP as a direct result of partner input include further fleshing out a Multi-Tiered System of Supports (MTSS) to outline Tier I and Tier II supports in literacy and math as well as for behavior and inter-personal skill development. The elementary principals and teachers all supported the continuation of targeted assistance groups (TAGs) and the temporary TAG aides (funded with one-time ESSER funds) and supplemental instructional materials to make this learning setting more effective. Parents on our DAC and DELAC committees as well as those who attended LCAP input meetings expressed through Zoom polls an appreciation for the personalized feedback their children were receiving and asked that we reduce class size to help their children get even more personalized instruction. We have continued to fund additional teachers in grades TK-6 to keep class sizes lower so as to enable teachers to provide differentiated, highly strategic instruction for every student in their class. During school intervention and enrichment opportunities will be increased to meet parents' requests as well as to support teacher collaboration time. The Muscatel student School Site Council members' feedback led us to maintain funding for middle school enrichment programs both during school as elective classes and after school as clubs. Finally, feedback from teachers during data analysis days and from principals when analyzing i-Ready and Star data have led us to continue to explicitly focus on progress and support for under-performing subgroups.

Goal 3: Empowered Leadership

One actions that derives from parents, teachers, instructional aides, psychologists, and principals all commenting on the need for more social-emotional, behavioral, and mental health supports is continuing to fund a middle school counselor and a psychologist for every site as well as coaching for site teams in the district's signature Leader in Me/7 Habits program and Positive Behavior Interventions an Supports (PBIS). This coaching will provide teachers with lessons, assessment tools, and strategies for diagnosing social-emotional learning needs and integrating instruction around communicating one's feelings, self-regulation strategies, and more. The MRA data suggest that the Leader in Me program was successful this year, but that there is room to grow through ongoing coaching, and we have maintained actions related to both LIM and PBIS.

Goal 4: Meaningful Connection

Feedback from office staff and principals has consistently called out the value of translators and community liaisons to help teachers communicate about school activities and student progress with the parents who speak a language other than English or who respond better to personal phone calls than to mass emails. DELAC member requests to have resources ready to share with newly arrived families has also led us to continue to fund community liaisons, including a district-level community liaison who can create resources to share with each site.

Goals and Actions

Goal

Goal #	Description
1	Exemplary Teaching: Provide each low income and English learner student with effective, engaging instruction that helps them master grade level standards and achieve college and career readiness.

An explanation of why the LEA has developed this goal.

As a district that serves almost 80% low income students, we know that high quality instruction in every classroom must be at the forefront of our work. Parent feedback on annual surveys has consistently shown satisfaction with our teaching staff, and prior to the pandemic, our academic indicators on the state dashboard were comparatively strong. We know that to continue to recover from the pandemic and prepare our students for high school and beyond, we will need a strong teacher in every classroom and will need our teachers to have high quality curriculum and support in implementing it well for our low income and English learner students who have fallen behind due to distance learning, quarantining, or unequal access to resources.

Goal 1 is a broad goal focused on improving the wide range of metrics listed below such as hiring fully credentialed teachers as well as providing ongoing professional learning opportunities to support academic achievement for low income and English learner pupils, ensuring sufficient access to standards-aligned instructional materials that include designated and integrated ELD, and maintaining a clean and safe environment to maximize student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Fully credentialed and Appropriately Assigned Teachers (CALPADS 4.1 and 4.3)	Fall, 2020: 98.3% fully credentialed 0 misassignments 0 misassignments of teachers of English Learners	2020-21 CalSASS Report (in lieu of CDE Teacher Misassignment Report) 100% fully credentialed 4 misassignments (4 middle school elective classes) 1 misassignment of a teacher of English Learners			Fall, 2023: 99% fully credentialed 0 misassignments 0 misassignments of teachers of English Learners
Access to Standards-Aligned Instructional	Spring, 2020 75% of students have	Spring, 2022 75% of students have			Spring, 2024: 100% of students have access to their own standards-aligned

Materials (District Survey)	access to their own standards-aligned instructional materials (100% of students have access to materials; history/social science materials are not aligned to current standards.)	access to their own standards-aligned instructional materials (100% of students have access to materials; history/social science materials are not aligned to current standards.)			instructional materials
Implementation of State Standards (Rating on Local Indicator 2 Self-Reflection Tool)	Spring, 2021 Local Indicator: Rating of "full implementation" or "full implementation and sustainability" on 4 out of 5 focus areas	Spring, 2022 Local Indicator: Rating of "full implementation" or "full implementation and sustainability" on 4 out of 5 focus areas			Spring, 2024 Local Indicator: Rating of "full implementation" or "full implementation and sustainability" on 4 out of 5 focus areas
Student Evaluation of Instruction on California Healthy Kids Survey Question:	Spring, 2021: 94% of teachers agreed or strongly agreed with the statement: "Teachers from this school are providing effective instruction with the school's instructional model."	This survey module was not implemented this year. Please see explanation in Goal Analysis below.			Spring, 2024: 98% of teachers agreed or strongly agreed with the statement: "Teachers from this school are providing effective instruction with the school's instructional model."
Feedback on Effectiveness of Professional Development	Average Results from Feedback Surveys from Districtwide PD Days in 2020-21: 83% of participants responded with a 3 or 4 out of 4 to the question, "How prepared do you feel to implement what you learned or worked on in this session?" 93% of participants responded with a 4 or 5 out of 5 to the question, "How would you rate the value of the content of	Average Results from Feedback Surveys from Districtwide PD Days in 2021-22: 86% of participants responded with a 3 or 4 out of 4 to the question, "How prepared do you feel to implement what you learned or worked on in this session?" 96% of participants responded with a 4 or 5 out of 5 to the question, "How would you rate the value of the content of			Average Results from Feedback Surveys from PD Days in 2020-21: 95% of participants will respond with a 3 or 4 out of 4 to the question, "How prepared do you feel to implement what you learned or worked on in this session?" 95% of participants will respond with a 4 or 5 out of 5 to the question, "How would you rate the value of the content of this session?"

Student Outcomes in Adopted Course of Study: CAASPP Results	this session?" Spring, 2019: Percent of Students Meeting or Exceeding Standards SBAC ELA: 62.4% SBAC Math: 57.5% California Science Test: 51.3%	this session?" Spring, 2021: Local Assessment Results (reported on SARC in lieu of SBAC in 2021): i-Ready ELA for grades 3-6: 56.67% at or above grade level Star Reading for grades 7-8: 58.9% at or above grade level i-Ready Math for grades 3-6: 57.5% at or above grade level Star Math for grades 7-8: 59.73%			Spring, 2024: Percent of Students Meeting or Exceeding Standards SBAC ELA: 65% SBAC Math: 60% California Science Test: 60%
Facilities Rating in "Good" Repair on the Facilities Inspection Tool (FIT)	Winter, 2020 Facilities Inspection Tool: 100% of schools in "good" repair	Winter, 2021 Facilities Inspection Tool: 100% of schools in "good" repair			Winter, 2024 Facilities Inspection Tool: 100% of schools in "good" repair
Local Indicator on California Schools Dashboard for Priority 7: Access to and Enrollment in a Broad Course of Study	2020-2021 Local Indicator for Priority 7: Standard Met TK-6: 100% of elementary students' weekly schedules include English, mathematics, science, social studies, physical education, visual and performing arts, and health. Grades 7-8: 100% of students schedules in our SIS show that students are enrolled in English, mathematics, science, social studies, physical education, health, and an elective related to	2021-2022 Local Indicator for Priority 7: Standard Met TK-6: 100% of elementary students' weekly schedules include English, mathematics, science, social studies, physical education, visual and performing arts, and health. Grades 7-8: 100% of students schedules in our SIS show that students are enrolled in English, mathematics, science, social studies, physical education, health, and an elective related to			2023-2024 Local Indicator for Priority 7: Standard Met TK-6: 100% of elementary students' weekly schedules include English, mathematics, science, social studies, physical education, visual and performing arts, and health. Grades 7-8: 100% of students schedules in our SIS show that students are enrolled in English, mathematics, science, social studies, physical education, health, and an elective related to career/technical education or music or art.

	career/technical education or music or art.	career/technical education or music or art (with the exception of English learners who are in a designated ELD elective).			
Student evaluation of high expectations on California Healthy Kids Survey	Spring, 2022: Students responding "yes, most of the time, " or "yes, all of the time" to questions about teachers wanting and encouraging students to do a good job: Grade 5: 87% Grade 6: 83% Grade 7: 74% Grade 8: 68%	Spring, 2022: Students responding "yes, most of the time, " or "yes, all of the time" to questions about teachers wanting and encouraging students to do a good job: Grade 5: 87% Grade 6: 83% Grade 7: 74% Grade 8: 68%			Spring, 2024: Students responding "yes, most of the time, " or "yes, all of the time" to questions about teachers wanting and encouraging students to do a good job: Grade 5: 90% Grade 6: 85% Grade 7: 80% Grade 8: 75%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit and retain highly qualified teachers and staff	We will recruit, retain, train, and support fully credentialed teachers and highly qualified staff who are equipped to support students who have the greatest needs such as targeting supports for our low-income and English learner students.	\$13,817,992.00	No
2	Professional Learning, Conferences, Trainings, Collaboration, Articulation	Our 6 district Professional Development Days (PD Days) will be focused on developing the capacity of teachers and staff to improve learning for all students, especially those who are most in need such as targeting supports for our low-income and English learner students. Teachers and staff are given opportunities to attend workshops and trainings to build their capacity for improving learning for unduplicated student groups. Teachers and staff will meet for grade level and cross- grade level articulation to analyze data, monitor progress, and design lessons to provide differentiated instruction for low income and English learner students. All staff will engage in a series of professional development sessions on integrated and designated ELD strategies.	\$850,000.00	Yes
3	ELD/Intervention Teachers	We will continue to support having an ELD/Intervention teacher at each school to provide supplemental, highly targeted instruction for small groups of students who are English learners as well as low income students who are in need of intervention.	\$502,543.00	Yes
4	Induction/Beginning Teacher Support	Beginning teachers are offered a mentor and professional development to help them gain expertise in teaching, especially for targeting and supporting our low-income and English learner students.	\$55,000.00	Yes

5	TK-3 Class Size Reduction	Lower class sizes provide low-income students and English learners with opportunities for more strategic and highly differentiated, small group instruction, higher quality feedback on their work, one-to-one assessments, and more personalized learning. Our class size averages in TK-3 are 22:1 or less.	\$2,003,129.00	Yes
6	4-6 Grade Teachers to reduce combination classes	The ability to provide small, single grade level classes allows our low-income, English learners with opportunities for more strategic and highly differentiated, small group instruction, higher quality feedback on their work, one-to-one assessments, and more personalized learning. Our class size averages in grades 4-6 are 24:1 or less.	\$1,193,276.00	Yes
7	Paraprofessionals to support students	We provide TK/Kinder Instructional Aides, Computer Lab Aides, and Multimedia Library Aides at each school to support small group designated ELD in transitional kindergarten and kindergarten and to offer exposure to technology and books for low income students who do not have ample access at home.	\$638,909.00	Yes
8	Instructional Lead Teachers (District & Site)	Lead Teachers will work with Ed Services and principals to promote best practices in to support English learners and low income, at promise students in literacy, STEAM, the use of educational technology, English language development, and other needed areas. In this role, teachers will engage in action research and professional development on instructional approaches, apply strategies in their classrooms, and share new learnings with their colleagues. They will also serve as an advisory team to develop a diagnostic and formative assessment system, curriculum mapping/standards scope & sequence, and lesson development that ensures that our low income and English learner students master standards.	\$80,200.00	Yes
9	Technology and internet access	Access to technology and internet at home are essential to continue learning beyond the school day, so the district will provide and maintain laptops and hotspots for low income students to borrow and use at home. Homeless students in particular often have trouble accessing the internet without the use of district-issued hotspots.	\$50,000.00	Yes

Goal Analysis for 2021-2022

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

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

Overall implementation of Goal 1 was strong this year. We returned to in-person instruction and weathered the ongoing pandemic in order to provide strong teaching in safe learning environments for our students. Though not a specific action in Goal 1, we also added an independent study program to support families not comfortable sending their children to school during the pandemic, and were able to carry out the Goal 1 actions for the independent study program as well.

SUCSESSES:

Teaching Staff: Our experienced and appropriately assigned teaching staff is one of our biggest assets. Internal human resources data indicates that we have had zero misassignments for teachers of English learners or for core classes this year. While we do have several teachers with fewer than two years of teaching experience, our robust induction program and caring, experienced mentors have helped our new teachers to thrive in general and to provide more strategic support for unduplicated pupils, such as differentiated designated ELD instruction and regular communication with non-English speaking parents and low income parents who are working and on-

the-go. Having kindergarten paraprofessionals, smaller class sizes, and no combination classes than would otherwise not be possible without supplemental funding, allowed our elementary teachers to get to know students' individual learning styles and needs, work more frequently with each small group, and have more strategic designated ELD time.

Professional Development: We provided six full days of professional development district-wide for teachers as well as three full days for classified staff. There were several strands of focus, including data-based decision making using i-Ready and Star data to accelerate learning and differentiate instruction, trauma-informed care and implicit bias, implementation of new science and middle school English language arts curriculum-- with a focus on integrated ELD within science and English-- and use of formative assessment in the secondary math classroom. In addition, site-specific PD offerings included Explicit Direct Instruction focused on integrated ELD, cognitively guided math instruction and writing instruction, and professional learning communities. We were able to make time for grade level and department meetings two to four times per month, allowing teachers to continue to reflect and collaborate on the learnings from the PD days. For our classified staff, the three full days of PD included trainings for instructional support, safety and mandated trainings.

ELD/Intervention Teachers: We maintained our team of skillful, dedicated ELD/intervention teachers, who provided direct services to newcomer students and low income students who are behind academically in literacy.

Instructional Lead Teachers: Instructional leads supported exemplary teaching in six areas this year: Technology leads at the school sites helped their peers integrate educational technology meaningfully back into the in-person classroom. Department chairs at the middle school formed an instructional leadership team that informed decisions around assessments and curriculum at the site. The Secondary ELA team developed curriculum maps for our new middle school English and ELD curriculum. The STEAM team engaged in professional development on how to teach students robotics and drones in preparation for expanding this work to their colleagues next year. The teacher Lighthouse team members provided guidance for each school on implementing leadership notebooks and portfolios in which students set and track academic and other goals. Finally, the literacy assessment team researched and piloted early literacy assessments and selected a new informal reading inventory to launch next year which will help give teachers actionable data on phonological awareness, phonics, fluency, and comprehension.

Technology: Returning back to in-person learning, our students and staff were committed to continuing to leverage educational technology. We were able to provide Chromebooks and hotspots to low income families who needed devices to access Google classroom and learning platforms at home as well as to replace devices damaged when sent home last year so that classrooms had one device for each student to use in class. At the middle school, we initiated a Chromebook take home program, allowing emergent bilingual students to access the language supports available through the online platform in their new English and science curriculum.

CHALLENGES:

Teaching Staff: In our efforts to provide an enriched elective program at our middle school, we have expanded our elective offerings. In addition, we expanded the designated ELD course offerings at the middle school. As a result, in 2021-22, we had three elective courses taught by teachers who are still working on credentialing for those classes (such as an English teacher and Taekwondo athlete who is working on authorization to teach PE). While we see the benefits of this course for low income students who might not have access to private martial arts classes after school, credentialing is currently a challenge. We also had more substitutes on campus this year than normal due to teachers being quarantined as a result of Covid exposure. This interrupted the flow and consistency of instruction. A final challenge in staffing was related to the STEAM leads. The plan for their work this year was to teach their peers about robotics and drones; however, we were not able to get teachers outside of the leads to participate in this after school learning activity.

Standards-Aligned Materials: We delayed our adoption process for social studies textbooks aligned to the new framework until next year in order to allow our teachers to concentrate on accelerating learning in reading and math and learning the new science curriculum this year.

SUBSTANTIVE DIFFERENCES IN IMPLEMENTATION:

There was no substantive difference in our implementation of Goal 1. We were able to successfully implement our goals and actions. There were no changes to our goal and actions; however, there are areas of growth we want to improve for next year within these same actions.

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

There were three actions where there were material differences between the Budgeted Expenditures and the Estimated Expenditures for Goal 1.
-For Actions 1 and 7, the district hired four new temporary independent study teachers and the cost of annual teacher/staff salary and benefits changes also increased the expenditures.

-For Action 8, our goal was to have instructional leads from each school site to lead various areas such as Leader in Me or PBIS or STEAM; however, due to the challenges of returning back to in-person school, keeping up with COVID-19 protocol changes, providing short term independent study packets for students who had to be quarantined for 5-10 days, and personal exhaustion, it was difficult to recruit staff to work additional hours.

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

The results of our annual measurable outcomes suggest that our actions were largely effective in moving us toward our target growth for 2024 to provide exemplary teaching that gets all students, including our unduplicated pupils, to master grade-level content and achieve college readiness. While it is our goal for every student to meet grade-level expectations, we are mindful that it will take a few years to close learning gaps exacerbated by the pandemic and are monitoring our progress carefully.

While we do not yet have SBAC data, our local measure of reading achievement shows that our core instructional program did help students recover some of the learning loss from school closures. i-Ready's SBAC projection based on students' scores in March is for 58% proficiency in ELA, which would put us on track to achieve 65% by 2024. As detailed more in Goal 2, reading growth was consistent across subgroups (though achievement gaps remain). Deeper dives into the data show that 35% of our third graders were still struggling with phonics in March, suggesting that our work to make up for lost learning must continue.

A projection of 39% Math SBAC proficiency based on the March i-Ready math diagnostic suggests that our actions were not as effective in catching our students up in math. We devoted professional development time to analyzing math data and utilizing interim assessments and i-Ready teacher toolbox lessons to supplement our curriculum. However, we needed to focus more professional development on math instruction and on effectively implementing our standards-aligned math curriculum. We may also have been better able to better leverage instructional aides to support differentiated instructional groups in math.

Our professional development for both teachers and the classified staff was effective by the measure that, on average, 86% of the participants felt prepared to implement what they learned and 96% on average valued the content of the sessions. When our principals conducted observations of science instruction after our science PD series, they found a strong first-year implementation that reflected the topics covered in PD. Our teachers provided feedback using the district's PD feedback form requesting next-level learning through science classroom observations and demonstration lessons.

The instructional lead teachers made strong progress toward actions that will impact student achievement in the next two years. As an example, the literacy assessment team's selection of a new reading inventory has not yet impacted instruction but will do so next year.

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.

We added a new metric for student perception of high expectations by adults in schools as measured by the California Healthy Kids Survey (CHKS) for students in grades 5-8. In the 2021-22 LCAP, we included a metric for student evaluation of the learning which was part of a hybrid learning module of the CHKS, which we did not use this year and will most likely not use in the next two years. This new metric will allow us to assess students' perceptions of the teaching we are aiming to improve in this goal.

Action 2 will not change in name or description, but we do plan to expand the professional development offerings by leveraging teacher leaders and professional development on supporting English Language Development through arts integration in alignment with our Engage California English Learners (ECELA) grant. The classified staff PD days will also increase from 3 to 6 in 2022-23.

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

Goal

Goal #	Description
2	Academic Success for All Students: Implement a robust system of supports with equitable opportunities for students needing additional support so that all students flourish and achieve at their highest level.

An explanation of why the LEA has developed this goal.

Our achievement is uneven across the district. The CA Dashboard in 2019 showed our students' overall achievement was 32.9 points above standard in English Language Arts (Green); however, our Hispanic/Latino students were 11 points below standard (Yellow) and our students with disabilities were 72.1 points below standard (Orange). A similar trend was also found in math achievement. The district was also identified as having a significantly disproportionate number of Hispanic students who were qualifying for special education. School closures in 2020-21 led to learning loss, and local assessment data tells us that students continue to have "swiss cheese" holes in their learning that will need to be filled in strategically going forward. Goal 2 is a broad goal focused on developing a Multi-Tiered System of Supports (MTSS) for improving student academic achievement and reducing the gap in academic performance between student groups, with a targeted focus on improving achievement for students who are Hispanic/Latino, English learners, low-income, and students with disabilities. The MTSS framework is structured into three tiers of support for students and families. Tier I provides core instruction for all students. Tier II provides targeted instruction for small groups of students. Tier III provides intensive intervention for even smaller groups of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CAASPP ELA Results for All Students and Subgroups	Spring, 2019 ELA Distance from Standard (& Dashboard Color) All Students: 32.9 points above standard (green) Hispanic/Latino: 11 points below standard (yellow) Socioeconomically Disadvantaged: 24.3 points above standard (green) English Learners: 14.7 points above standard (green) Students with Disabilities:	Spring, 2021 ELA Distance from Standard (& Dashboard Color) not available Local results: March, 2022 i-Ready Reading Scores: All K-6 Students: 61% early on or on grade level K-6 Hispanic/Latino Students: 42% early on or on grade level K-6 Socioeconomically Disadvantaged: 55% early on or on grade level K-6 English Learners: 46% early on or on grade level			Spring, 2024 ELA Distance from Standard (& Dashboard Color) All Students: 35 points above standard (green) Hispanic/Latino: 1 point above standard (green) Socioeconomically Disadvantaged: 30 points above standard (green) English Learners: 24 points above standard (green) Students with Disabilities: 10 points below standard (yellow) Homeless: 20 points above standard (blue)

	72.1 points below standard (orange) Homeless: 14 points above standard (blue)	K-6 Students with Disabilities: 31% early on or on grade level K-6 Homeless Students: TBD Local results: December, 2021 Star Reading Scores: (Will update to spring scores after 6/3) All Grades 7-8 Students: 51% at/above benchmark Grades 7-8 Hispanic/Latino Students: 25% at/above benchmark Grades 7-8 Socioeconomically Disadvantaged: 53% at/above benchmark Grades 7-8 English Learners: 9% at/above benchmark Grades 7-8 Students with Disabilities: 11% at/above benchmark Grades 7-8 Homeless Students: TBD			
Local Reading Assessment Growth	Winter, 2021: K-6: Median percent progress toward typical annual growth on i-Ready Reading Diagnostic: 67% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Reading Diagnostic: 21% K-6: Percent of students	Winter, 2022: K-6: Median percent progress toward typical annual growth on i-Ready Reading Diagnostic: 100% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Reading Diagnostic: 28% K-6: Percent of students who started 2 years below			Winter, 2024: K-6: Median percent progress toward typical annual growth on i-Ready Reading Diagnostic: 100% K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Reading Diagnostic: 50% K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Reading Diagnostic: 45% Grades 7-8: Star Reading Mid-

	<p>who started 2 years below grade level who met stretch growth on i-Ready Reading Diagnostic: 14% Grades 7-8: Star Reading Mid-Year Test: Median Student Growth Percentile: 58</p>	<p>grade level who met stretch growth on i-Ready Reading Diagnostic: 17% Grades 7-8: Star Reading Mid-Year Test: 56 Median Student Growth Percentile:</p>		<p>Year Test: Median Student Growth Percentile: 65</p>
<p>CAASPP Math Results for All Students and Subgroups</p>	<p>Spring, 2019 Math Distance from Standard (& Dashboard Color) All Students: 19 points above standard (green) Hispanic/Latino: 40.4 points below standard (yellow) Socioeconomically Disadvantaged: 10 points above standard (green) English Learners: 6.4 points above standard (green) Students with Disabilities: 89.1 points below standard (yellow) Homeless: 1.2 points above standard (green)</p>	<p>Spring, 2022 Math Distance from Standard (& Dashboard Color) not available Local results: March, 2022 i-Ready Math Scores: All K-6 Students: 54% early on or on grade level K-6 Hispanic/Latino Students: 32% early on or on grade level K-6 Socioeconomically Disadvantaged: 49% early on or on grade level K-6 English Learners: 41% early on or on grade level K-6 Students with Disabilities: 27% early on or on grade level K-6 Homeless Students: TBD</p> <p>Local results: December, 2021 Star Math Scores: (Will update to spring scores after 6/3) All Grades 7-8 Students: 69% at/above benchmark Grades 7-8 Hispanic/Latino Students: 43.5% at/above benchmark</p>		<p>Spring, 2024 Math Distance from Standard (& Dashboard Color) All Students: 25 points above standard (green) Hispanic/Latino: 10 points below standard (yellow) Socioeconomically Disadvantaged: 15 points above standard (green) English Learners: 10 points above standard (green) Students with Disabilities: 40 points below standard (yellow) Homeless: 5 points above standard (green)</p>

		<p>Grades 7-8 Socioeconomically Disadvantaged: 67% at/above benchmark</p> <p>Grades 7-8 English Learners: 47.5% at/above benchmark</p> <p>Grades 7-8 Students with Disabilities: 29.5% at/above benchmark</p> <p>Grades 7-8 Homeless Students: TBD</p>			
Local Math Assessment Growth	<p>Winter, 2021:</p> <p>K-6: Median percent progress toward typical annual growth on i-Ready Math Diagnostic: 59%</p> <p>K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Math Diagnostic: 47%</p> <p>K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Math Diagnostic: 62%</p> <p>Grades 7-8: Star Math Mid-Year Test: Median Student Growth Percentile: 64</p>	<p>Winter, 2022:</p> <p>K-6: Median percent progress toward typical annual growth on i-Ready Math Diagnostic: 93%</p> <p>K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Math Diagnostic: 23%</p> <p>K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Math Diagnostic: 17%</p> <p>Grades 7-8: Star Math Mid-Year Test: Median Student Growth Percentile: 57</p>			<p>Winter, 2024:</p> <p>K-6: Median percent progress toward typical annual growth on i-Ready Math Diagnostic: 81%</p> <p>K-6: Percent of students who started 1 year below grade level who met stretch growth on i-Ready Math Diagnostic: 60%</p> <p>K-6: Percent of students who started 2 years below grade level who met stretch growth on i-Ready Math Diagnostic: 75%</p> <p>Grades 7-8: Star Math Mid-Year Test: Median Student Growth Percentile: 64</p>
California Science Test Met or Exceeded Standard	<p>Spring, 2019</p> <p>Grade 5: 51% met or exceeded standard</p> <p>Grade 8: 51.6% met or exceeded standard</p>	<p>Spring, 2022 CAST Scores not yet available</p>			<p>Spring, 2024</p> <p>Grade 5: 60% met or exceeded standard</p> <p>Grade 8: 60% met or exceeded standard</p>
English Learner	<p>Spring, 2020:</p>	<p>Spring, 2021: Dashboard</p>			<p>Spring, 2024:</p> <p>65 % of English Learner</p>

Progress Indicator (ELPI)	56.4 % of English Learner students made progress toward English proficiency on the ELPAC ELPI Level: High	data not available; internal calculations used 52 % of English Learner students made progress toward English proficiency on the ELPAC Internal calculation of ELPI Level: Medium			students will progress toward English proficiency on the ELPAC ELPI Level: Very High
English Learner Reclassification Rate	2020-21 School Year (DataQuest in May) 17% of ELs Redesignated as Fluent English Proficient (RFEP)	2021-22 School Year (Locally calculated; not yet available in Data Quest) 15% of ELs Redesignated as Fluent English Proficient (RFEP)			2023-24 School Year (DataQuest in May) 25% of ELs Redesignated as Fluent English Proficient (RFEP)
Accelerated Growth in Star Reading and Math Scores for AVID Students	Winter, 2021: Median Growth from August to December for AVID Students Median Student Growth Percentile on Star Reading: 65 Median Student Growth Percentile on Star Math: 56	Winter, 2021: Median Growth from August to December for AVID Students Median Student Growth Percentile on Star Reading: 51 Median Student Growth Percentile on Star Math: 74			Winter, 2024: Median Growth from August to December for AVID Students Median Student Growth Percentile on Star Reading: 65 Median Student Growth Percentile on Star Math: 65

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessments- diagnostic, formative, summative, benchmarks	Key components of our MTSS framework include universal diagnostic screening of students within the first month of school in order to target instruction. We will utilize SSTs, PLCs, 504s, IEPs, and student-led parent teacher conferences to support students' needs.	\$30,000.00	No
2	Data analysis, progress monitoring	As part of our MTSS framework, we will collect data and monitor student progress for early interventions.	\$10,000.00	No
3	Targeted academic intervention during the school day	Targeted Assistance Groups (TAG) small group differentiation will be provided during the school day. We will be hiring paraprofessionals and purchasing/printing supplemental materials.	\$208,800.00	No
4	Middle School	Intervention, acceleration, enrichment, and AVID programs will be provided for students	\$403,055.00	Yes

	Supplemental intervention and enrichment courses during the day	based on need and student interest. For low income students who lack exposure to martial arts, robotics, and other such enriching activities outside of school, funding such courses at our middle school provides access. The AVID program aims to support first generation college-going students (as most of our low income students are) in preparing for the path to college. Finally, we will provide h intervention classes to support low income students who are unable to afford after school tutoring or get help from their parents at home and additional sections of designated ELD, allowing EL students to receive more time and more targeted instruction than they would if dedesignated ELD were incorporated as a time set aside within the ELA class.		
5	After School Intervention & Enrichment programs	Hourly intervention teachers & staff will be hired to provide after school inteoprvention and enrichment opportunities. Enrichment classes such as Mandarin, music, robotics, and digital art afford low income students the opportunity for supplementala exposure to the arts, science, foreign language, and more that their more affluent peers can receive through private classes. After school intervention classes provide much-needed tutoring and assistance for at-promise students needing additonala help but unable to get it from parents or private tutors.	\$220,000.00	Yes
6	Supplemental EdTech Software Programs	We will continue to purchase supplemental intervention instructional software such as iReady, Accelerated Reader/Star, and other research-based programs to support low-income and English learners. Online instructional software provides opportunities for personalized and computer adaptive instruction. For English learners, the visual, audio, and translation services support their English development needs.	\$196,609.00	Yes
7	Supplemental Instructional, Project-Based Learning/STEAM Materials, Supplies, Subscriptions	Provide rigorous high interest, high engagement instructional exp[eriences such as Science, Technology, Engineering, Arts, and Math (STEAM) programs, and project-based learning so that low income students gain exposure to real world applications of learning that they are unlikely to get outside of school. Provide multi-lingual library books, magazine subscriptions, and other supplemental materials to help English learners with literacy development.	\$300,933.00	Yes
8	Special Projects & PD for English Learners and Low-Income students	Coordinator will facilitate professional development on designated and integrated ELD instructional strategies, offer data analytics focused on our low income and English learner, subgroups, and conduct special projects such as curating multilingual libraries and coordinating summer school for low income, at-promise students and enrichment classes for English learners.	\$35,000.00	Yes

Goal Analysis for 2021-2022

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

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

Overall Implementation: We made strides towards implementing the actions in this goal in order to create a robust system of support so that all students, especially our

historically underperforming subgroups, flourished and achieved at their highest level. We have room to grow in closing achievement gaps for all subgroups.

SUCSESSES:

Assessment: One of the key levers for supporting English learners and low-income students who may be at risk of not meeting grade-level standards is a diagnostic and formative assessment system that provides actionable data for instruction. One success in this area was guiding teachers to leverage i-Ready and Star Renaissance data to identify students needing more support, students making strong growth even if they were at a low level of achievement, and students whose growth was stagnant.

Both the i-Ready and Star Renaissance portals allowed us to filter our student data by subgroup, which helped us to identify trends. Using a platform called Multiple Measures, school leaders were able to begin identifying students whose scores were showing either slow and steady progress or regression within a proficiency band, helping to have data conversations with teachers and SST teams to provide targeted support. We also used SBAC interim assessment blocks for the first time district-wide, which provided invaluable data on student progress toward standards as measured by SBAC-type items.

Intervention within and beyond the school day: We got a strong start on targeted assistance groups (TAGs) at the elementary schools by hiring temporary paraprofessionals with one-time Covid-relief funds and engaging teachers in collaborating on how to leverage the additional staff to free the teacher up to provide more targeted support to students who were academically behind. We will devote coaching and professional development time for teachers and paraprofessionals next year to refine this instructional model. The ELD/intervention teachers (listed as an action in Goal 1) continued to provide intensive supplemental instruction to newcomer students as well as to students needing support with foundational literacy. This past year, more students moved into and out of intervention groups due to a more intensive focus on phonics. After school, many teachers hosted intervention and tutoring classes or open computer lab time to support students who needed more help with their reading, writing, or math or who wanted computer access to complete schoolwork.

At the middle school level, the two AVID classes supported first-generation college-going students with organizational skills and peer tutoring. Additional staffing allowed the middle school to expand its designated ELD course offerings this year, allowing for two dedicated newcomer ELD electives and three ELD electives in which instruction was aligned with the students' core ELA curriculum. PD for these teachers supported their work in monitoring student progress and developing students' written and oral language skills. After school, our middle school held regular tutoring hours with bilingual tutors and peer tutors to support English learners and academically at-risk students with their homework.

Enrichment Classes: Determined to provide enriching experiences to make up for time lost at home in front of a device, we partnered with several organizations to provide a variety of after school classes for students: Irish dance, rhythm and music, puppetry, fine art, digital art, street dance, public speaking, theater, and engineering. In addition, many of our own staff offered enrichment classes after school, from softball to calligraphy to Japanese language. The middle school staff hosted dozens of clubs, offering students a wonderful selection of activities through which they could develop their skills.

Educational Software: We purchased supplemental intervention instructional software including iReady and Accelerated Reader/Star to support students needing additional lessons in reading and math; Imagine Learning Language and Literacy to help newcomer emergent bilingual students with reading and speaking; FastForward to boost the skills of students who are behind in reading; and other programs such as Freckle Math and IXL. This software provided opportunities for personalized and computer adaptive instruction. For English learners, the visual, audio, and translation services supported their English development needs.

CHALLENGES:

Assessment: Though we had dedicated times within our PD cycles to look at assessment data and provide teacher guidance on its analysis, using the data to plan differentiated instruction did not yet become part of all teachers' regular planning practice. As a result, we did not accelerate student learning, especially in math, as much as we hoped.

Intervention within and beyond the school day: One approach elementary teachers have used in the past for intervention is hosting small, heterogeneous groups across classrooms for Tier 2 interventions. For much of the year, mixing students from different classrooms was not permitted under our safety protocols. In some cases, students zoomed into their small group instruction, but anecdotal data suggests this made it hard for students to engage and focus. Another challenge with the intervention was attendance. Due to COVID infections or quarantining, many students were absent for 3 or more days this year. For students who are English learners, it is challenging to master learning objectives when zooming in to the class remotely from home or completing work in a short-term independent study packet. Many of our students from low-income families live in multi-generational households, making it more likely that quarantining for the whole family would last for an extended period of time as the virus made its way through multiple family members. These absences sometimes put at-promise students further behind.

Enrichment Classes: Though the district did engage with organizational partners to provide enrichment classes, all schools also had plans for after school enrichment classes taught by their own teachers. Due to the stress of teaching in a pandemic, several schools had very few teachers sign up for this opportunity, so those students

had fewer after school enrichment opportunities.

SUBSTANTIVE DIFFERENCES IN IMPLEMENTATION:

There was no substantive difference in our implementation of Goal 2. We were able to successfully implement our goals and actions. There were no changes to our goal and actions; however, there are areas of growth we want to improve for next year within these same actions.

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

There was one area where there was a material difference between the Budgeted Expenditures and the Estimated Expenditures for Goal 2.

-For Action 5: Due to the stress of teaching in a pandemic, several schools had very few teachers sign up for this opportunity, so those students had fewer after school enrichment opportunities.

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

Our data suggests that we are making progress toward accelerating learning for all subgroups, and closing achievement gaps between some subgroups. At the same time, we have room to grow before we meet our desired outcomes for 2024.

Intervention during and after the school day: Learning acceleration did take place: By March, median progress toward typical annual growth for eK-6 was 100% in reading and 93% in math, showing that students were on track to master more than a year's time. Similarly, by December, students in grades 7 and 8 had already achieved a student growth percentile above 50 (56 in reading and 57 in math), showing that their growth was faster than expected. Bright spots related to targeted supports for subgroups also emerge in our data. Middle school students enrolled in AVID, for example, who are at-promise students, had a Student Growth Percentile on the Star math test that was 17 points higher than all students. The achievement gap for elementary students with disabilities in math as measured by the on the i-Ready was 3% in March, a significant improvement over the 2019 SBAC gap. Similarly, the gap for English learners has narrowed to 13%. Informal observations suggest that intervention during the school day varied from classroom to classroom and school to school. There is not yet a consistent intervention model.

While many of our historically underperforming subgroups made good progress to keep up with other subgroups, we did not catch them up enough to narrow the achievement gap significantly. For example, 22% more of our Hispanic/Latino students tested on level in reading on the March i-Ready than they did in the fall, compared similarly with a 28% increase of non-Hispanic students. Though this growth is something to celebrate, the achievement gap present at the beginning of the year remained, with 42% of Hispanic/Latino elementary students on level in March vs. 73% of non-Hispanic/Latino students. Schools with after school intervention programs are able to help catch students up if those students and their parents are willing and able to stay after school. We must continue to refine our practices during the school day, when all students are present, to narrow these gaps.

Stretch growth on the i-Ready assessment is another data point that helps evaluate how effective we were. We aim for 50% of students who start the year one grade level below grade level in reading to make stretch growth, meaning that they will grow more than typical and catch up over the course of two years. This year, 28% of our elementary students met that growth. In math, the goal is 81% of students starting one year below will make stretch growth; this year, we reached 23%. We need to continue to refine our interventions so that we can catch students up more quickly.

Enrichment: Feedback from our student and parent surveys and LCAP input groups suggests that families are very happy with the enrichment opportunities we provided. Class wait lists, polls from the LCAP input meetings, and comments at DAC/DELAC meetings speak to parent gratitude for arts and engineering classes. Attendance rosters show consistent attendance, even for classes held on Friday afternoons.

Special Projects and PD for Low Income and English Learners: Our preliminary ELPAC results suggest that our PD and collaboration amongst ELD teachers were effective at lifting the level of designated and integrated ELD. This year, the ELD/intervention teachers who do not teach science met as a learning community on days when other teachers were working with the new science curriculum. The ELD/intervention teacher feedback consistently showed high marks, and the teachers implemented best practices their colleagues shared during these days. At the middle school, where a PD series for designated ELD elective teachers focused on use of the designated components of the new ELA core curriculum for students at levels 2-4 and on differentiated use of the newcomer curriculum for students at level 1, preliminary summative ELPAC scores for 2022 are encouraging: 50% of 8th grade ELs and 38% of 7th grade ELs scored at a level 4 this past spring.

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.

There are no planned changes for this goal.

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

Goal

Goal #	Description
3	Empowered Leadership: Develop life-ready leaders by supporting students socially and emotionally, teaching leadership, creating a culture of student empowerment, and aligning systems.

An explanation of why the LEA has developed this goal.

We believe that creating a healthy, safe, and welcoming learning environment where the needs of the whole child are met is essential for students to thrive academically, socially, and emotionally. Promoting a sense of shared leadership at all levels empowers our educational community. Input from educational partner surveys suggests that providing social-emotional support is a high priority for our families, teachers, staff, and students. Goal 3 is a maintenance goal focused on maintaining and refining districtwide signature programs such as the Leader in Me/7 Habits and Positive Behavior Intervention and Supports (PBIS) to build leadership capacity in students, foster a positive learning environment, and support students emotionally and socially.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Attendance Rate	2019-2020 Attendance Rate (CALPADS): 97%	2020-21 Attendance Rate (CALPADS):			2023-2024 P1 Attendance Rate (CALPADS): 98%
Chronic Absenteeism Rate	2018-19 Chronic Absenteeism Rates (DataQuest): All students: 4.1% Hispanic Students: 8.2% White Students: 15.1%	2020-2021 Chronic Absenteeism Rates (DataQuest): All students: 1.9% Hispanic Students: 3.9% White Students: 0%			2022-23 Chronic Absenteeism Rates (DataQuest): All students: 2% Hispanic Students: 3% White Students: 5%
Middle School Dropout Rate	2019-20 CALPADS: 0 students dropped out (or left school and did not reenroll in another California public school)	2020-21 CALPADS: 0 students dropped out (or left school and did not reenroll in another California public school)			2023-2024: Zero students will drop out. Fewer than two students will leave school and not reenroll in another California public school.
Suspension Rates	2019-20 Suspension Rate (DataQuest): Overall: 0.5% Hispanic/Latino students: 14.3%	2020-21 Suspension Rate (DataQuest): Overall: 0% Hispanic/Latino students: 0%			2022-23 Suspension Rate (DataQuest): Overall: 0.5% Hispanic/Latino students: 3% Socioeconomically disadvantaged students: 3%

	Socioeconomically disadvantaged students: 9.1%	Socioeconomically disadvantaged students: 0%			
Expulsion Rate	2020-21 CALPADS Data 0 students expelled	2021-22 CALPADS Data 2 students expelled			2023-24 CALPADS Data 0 students expelled
School Connectedness: California School Climate, Health, and Learning Surveys Data	Spring, 2021 CalSCHLS Data: Positive response to items about caring relationships at school. Students: Agree that an adult cares about me, listens to me, and notices me. -Students Elementary: 77% -Students Middle: 60% Parents: Strongly agree that "this school has adults who really care about students." -Parents: Elementary: 51% -Parents: Middle: 21% Teachers: Strongly agree that "adults really care about every student; adults acknowledge and pay attention to students; and adults listen to what students have to say." -Teachers: Elementary: 65% -Teachers: Middle: 47%	Spring, 2022 CalSCHLS Data: Positive response to items about caring relationships at school. Students: Agree that an adult cares about me, listens to me, and notices me. -Students Elementary: 69% -Students Middle: 57% Parents: Strongly agree that "this school has adults who really care about students." -Parents: Elementary: 55% -Parents: Middle: 33% Teachers: Strongly agree that "adults really care about every student; adults acknowledge and pay attention to students; and adults listen to what students have to say." -Teachers: Elementary: 58% -Teachers: Middle: 37%			Spring, 2024 CalSCHLS Data: Positive response to the questions with statements about caring relationships at school (an adult cares about me, listens to me, and notices me). -Students Elementary: 85% -Students Middle: 65% -Parents: Elementary: 55% -Parents: Middle: 35% -Teachers: Elementary: 70% -Teachers: Middle: 55%
Meaningful Participation at School: California School Climate, Health, and Learning Surveys Data	Spring, 2021 CalSCHLS Data: Positive response to the questions with statements about meaningful participation (Students: At school, I do meaningful things, help	Spring, 2022 CalSCHLS Data: Positive response to the questions with statements about meaningful participation (Students: At school, I do meaningful things, help			Spring, 2024 CalSCHLS Data: Positive response to the questions with statements about meaningful participation (Students: At school, I do meaningful things, help decide activities, have a say; Parents: This school gives all students opportunities to "make a

	decide activities, have a say; Parents: This school gives all students opportunities to "make a difference.") -Students Elementary: 80% -Students Middle: 42% -Parents: Elementary: 52% -Parents: Middle: n/a: Too few respondents	decide activities, have a say; Parents: This school gives all students opportunities to "make a difference.") -Students Elementary: 42% -Students Middle: 27% -Parents: Elementary: 58% -Parents: Middle: 41%			difference.") -Students Elementary: 85% -Students Middle: 80% -Parents: Elementary: 65% -Parents: Middle: 50: Too few respondents
Leader in Me Measurable Results Assessment (MRA) and Lighthouse School Status	2021: 80% of Rosemead Schools hold Leader in Me Lighthouse Status; one school also holds Legacy Status 2020 LIM MRA Average Scores -Leadership: Baseline to be determined in spring of 2022 -Culture: Baseline to be determined in spring of 2022 -Academics: Baseline to be determined in spring of 2022	2022: 80% of Rosemead Schools hold Leader in Me Lighthouse Status; one school also holds Legacy Status 2022 LIM MRA Average Scores-- AVAILABLE JUNE 1 -Leadership: -Culture: -Academics:			2024: 100% of Rosemead Schools hold Leader in Me Lighthouse Status Spring, 2023 LIM MRA Average Scores -Leadership: At least moderately effective (70 or higher) -Culture: Effective (80 or higher) -Academics: At least moderately effective (70 or higher)
Positive Behavioral Interventions and Supports Implementation (PBIS Recognition Level)	2020-2021 School Year: 3/5 of Rosemead schools have attained Silver level or higher	2021-2022 School Year: 4/5 of Rosemead schools have attained Gold level 1 school has attained Silver level			2023-2024 School Year: 5/5 of Rosemead schools will have attained Silver level or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Leader in Me (LIM) & Positive Behavior Interventions and Support	We will continue to support school sites to purchase LIM and PBIS materials and supplies to promote positive school culture, particularly since school culture can be the foundation for success and academic achievement for low-income students. Teaching and supporting	\$50,000.00	Yes

	(PBIS) Materials	positive behaviors schoolwide can result in improved attendance rates and greater academic achievement for low-income students.		
2	Leader in Me (LIM) Licenses, Positive Behavior Interventions and Support (PBIS) & SWIS Licenses	Leader in Me is endorsed by Collaborative for Academic, Social, and Emotional Learning (CASEL) as an evidence-based social-emotional learning process. Social-emotional learning (SEL) skills such as perseverance, self-control, and optimism are essential tools for improving low-income students' achievement. We will continue to enhance and expand the capacity of schools to integrate LIM into daily lessons to provide SEL and develop leadership skills. Ongoing professional learning and coaching will also continue. PBIS will also be continued to support schools to identify, plan, implement and monitor early behavioral interventions. As schools engage in SEL behaviors, the school culture positively transforms into one that is safe, supportive, and engaging.	\$53,405.00	Yes
3	Psychologists & Counselors	We will continue to provide in-house social-emotional support and mental health services to low income students who may not have access to these services outside of school. The middle school counselor will also provide academic guidance to students whose parents may be less able to help them with academic programs.	\$395,620.00	Yes
4	Social-Emotional/Mental Health Services	Community partners will provide social-emotional/mental health services.	\$27,890.00	Yes

Goal Analysis for 2021-2022

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

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

Overall Implementation: We implemented all of the actions in this goal with fidelity and verve. Returning from school closures amidst a time of uncertainty, taking care of our students' emotional and social well-being was a top priority.

SUCSESSES:

Leader in Me and PBIS: Our school teams leveraged the Leader in Me/7 Habits and Positive Behavior Interventions and Supports programs (PBIS) to re-establish strong school culture as students came back from virtual school at the beginning of this year. PBIS launch days, carefully planned to include new Covid-related safety procedures, were explicitly taught. Student leadership groups helped advise on fun incentives students could earn, and safe, outdoor events like bubble fest and slime-mania brought a sense of fun and community to the school culture. The Leader in Me curriculum at the middle school has been implemented consistently in the homeroom period, helping students to monitor their own progress toward goals, reflect in leadership portfolios, and strengthen the sense of community. Janson Elementary was named a Leader in Me Legacy School, the second school ever to earn this distinction.

Psychologists and Counselors: Our psychologist and counseling team has been instrumental in supporting our students with mental health challenges this year. They developed a thorough risk assessment guidebook for the district and trained the entire staff in how to ensure that students are given swift and appropriate attention when there is a risk of self-harm. Our middle school counselor started a successful girls group to provide support for at-risk students who could benefit from mentoring, goal-setting, and guidance. She was also instrumental in planning a special girls empowerment conference for students which brought 100 sixth through eighth grade girls to Muscatel on a Saturday for interactive workshops and guest speakers.

Social -Emotional and Mental Health Services: We continued our partnerships with CareSolace, Foothill Family, and other organizations to provide or connect our students and their families with direct services.

CHALLENGES:

Though we implemented all of these actions, we were challenged to keep up with the increased needs for social and emotional support that our students displayed this year. Though the data from 2020-21 reflected in the metrics is very positive-- almost no absences, suspensions, or expulsions -- this was collected when students were learning from home. Data from the 2021-22 school year shows that we encountered larger than usual absences, primarily due to the recurring waves of Covid infections and the need to quarantine close contacts. Moreover, staff absences for the same reasons created an uptick in student behaviors. Just as students came back to in-person learning with academic gaps, so, too do they display gaps in interpersonal communication skills. We have had more office discipline referrals, student conflicts, and suspensions this year than last as students try to learn how to get along with others after the isolation of learning in front of a device the previous year without the usual playground and classroom interactions. Sadly, we have also had more students commit self-harm or express emotions of depression. The stress of the pandemic-- isolation from others, job loss, illness, and death of family members-- and the social unrest across the nation have taken a toll on many of our students and families, especially our low-income students who have less of a safety net to fall back on. Our team has been there to support and direct students to further care to the extent possible.

SUBSTANTIVE DIFFERENCES IN IMPLEMENTATION:

There was no substantive difference in our implementation of Goal 3. We were able to successfully implement our goals and actions. There were no changes to our goal and actions; however, there are areas of growth we want to improve for next year within these same actions.

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

There were two areas of material differences between the Budgeted Expenditures and the Estimated Expenditures for Goal 3.

-For Action 1: The Leader In Me materials cost is covered by a generous donation from the Panda Restaurant Group in the amount of \$33,373, which is not indicated on the budget sheet.

-For Action 3: Due to the social, emotional, and mental health needs of our students, we increased our team by adding two additional school psychologists to allocate one at each school instead of sharing one psychologist between two schools.

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

Leader in Me and PBIS: The investment in Leader in Me and PBIS site teams, coaching, and online curriculum yielded good results. Four of our schools achieved gold-level PBIS status, and one achieved silver. The Leader in Me program offered a framework for students to develop personal and interpersonal skills -- such as seeking first to understand and synergizing with teammates-- that are especially important given the adjustment from being at home all last year.

Our suspension rate for 2020-21 was 0%. With very few students on campus until February, when we began hybrid learning for all students who opted into it, and limited movement, we had few discipline issues. This year, however, has been a different story: after a year at home, a number of students have struggled to follow school rules and communicate effectively, and we have had some suspensions and expulsions which will be reported in next year's LCAP. Despite an uptick this year in suspensions and office discipline referrals, we have evidence that our actions are helping our staff cope with these behaviors: During a classified professional development session, school site staff were all able to revisit the Leader in Me and PBIS programs at their school. All staff engaged in a series of professional learning sessions on trauma-informed care and implicit bias. As a result, over 85% of both certificated and classified staff reported feeling prepared to implement new learning about how to challenge implicit biases and be aware of microaggressions that can negatively impact our students.

Parents' perceptions of the caring relationships between adults and students at school (as measured by the California School Parent Survey, or CSPA) increased, most notably by 12% at the middle school. Staff and student results, however, declined: 7% fewer elementary staff and 10% fewer middle school staff agreed that adults at school have caring relationships with students, and 8% fewer fifth and sixth graders agreed.

Similarly, parents' perception of their children being meaningfully engaged at school increased on the CSPA. However, there was a sharp decline in student perception of meaningful participation: Positive response on the CHKS to statements about doing meaningful things and having a say in decisions declined by 38% for elementary students and by 15% for middle school students. Given our emphasis on student leadership, this decline is an important area for our Leader in Me teams to investigate in the coming year.

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.

There are no planned changes to this goal.

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

Goal

Goal #	Description
4	Meaningful Connection: Every family is connected, engaged, and supported in helping their student at home.

An explanation of why the LEA has developed this goal.

Research shows that parent engagement is a strong predictor of student success, and schools are essential gateways for parents to feel welcomed and encouraged to be involved in their child’s education. Our schools provide multiple opportunities for parents to be engaged. Historically, parent workshops have been well attended because parents are empowered to tell us what topics they are interested in learning more about. Low-income parents have asked for support with helping their children academically, as have parents who do not speak English fluently and do not yet feel equipped to help their children with homework. Feedback at LCAP community input and DELAC meetings showed parents wanted the district to increase parent workshops throughout the year as well as provide more translation services. Goal 3 is a broad goal focused on building the capacity of parents to support their children’s education. Extra support such as increasing translation, community liaisons, and communication services will be provided.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Parent Input in Decision Making	2020-2021 School Year: 83% of DAC/DELAC minutes reflect parental input on district processes or decisions	2021-2022 School Year: 100% of DAC/DELAC minutes reflect parental input on district processes or decisions			2023-2024 School Year: 100% DAC/DELAC minutes reflect parental input on district processes or decisions
California School Climate Survey Promotion of Parental Involvement Scale Responses	Spring, 2021 93% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions." 93% of parents strongly agreed or agreed with the statement, "School encourages me to be an active partner with the school in educating my child."	Spring, 2022 89% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions." 93% of parents strongly agreed or agreed with the statement, "School encourages me to be an active partner with the school in educating my child."			Spring, 2024 95% of parents strongly agreed or agreed with the statement, "School actively seeks the input of parents before making important decisions." 95% of parents strongly agreed or agreed with the statement, "School encourages me to be an active partner with the school in educating my child."

Parent Participation in Advisory Committees	2020-2021 School Year 100% of DAC/DELAC meetings had quorum 75% of School Site Council meetings had quorum 50% of ELAC meetings had quorum Average parent attendance at LCAP input meetings was 30	2021-2022 School Year 83% of DAC/DELAC meetings had quorum 60% of School Site Council meetings had quorum 75% of ELAC meetings had quorum Average parent attendance at LCAP input meetings was 43			2023-2024 School Year 100% of DAC/DELAC meetings will have quorum 80% of School Site Council meetings will have quorum 80% of ELAC meetings will have quorum Average parent attendance at LCAP input meetings will be 50
Parents of Unduplicated Pupils' Perception of Communication and Engagement on CalSCHLS Survey	2021 CalSCHLS Survey: Parents responding "strongly agree" or "very well" to questions about communication with parents about school (How well do teachers communicate with you about how your child is doing? Provide information on your expected role at your child's school? Keep you informed about school activities?) 59% of free/reduced price eligible parents 49% of parents whose children are English learners	2022 CalSCHLS Survey: Parents responding "strongly agree" or "very well" to questions about communication with parents about school (How well do teachers communicate with you about how your child is doing? Provide information on your expected role at your child's school? Keep you informed about school activities?) free/reduced price eligible parents: not part of data collection this year 55% of parents whose children are English learners			2024 CalSCHLS Survey: Parents responding "strongly agree" or "very well" to questions about communication with parents about school (How well do teachers communicate with you about how your child is doing? Provide information on your expected role at your child's school? Keep you informed about school activities?) 65% of free/reduced price eligible parents 55% of parents whose children are English learners

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Workshops & Outreach	We will build strong partnerships with our parents and families in order to help low income and English learner students whose parents may need support guiding their children through school, we will provide parent orientations, parent education workshops on topics (such as supporting English language development and understanding college financing)	\$25,246.00	Yes

		and family events such as math and literacy nights.		
2	Community Liaisons and Translators	Our community liaisons provide parent outreach and provide additional support to families and students in need by providing food and clothing distribution, community resources, and social and mental health referrals. Our bilingual translators provide translations for parents during district and school-level events/meetings. They also provide written translations for documents and flyers.	\$126,374.00	Yes
3	Parent/Community Communication Tools	To facilitate school-home and district-home communication with low income and multi-lingual parents, many of whom do not simply read letters sent home in English, we will use communication systems that post messages in multiple formats (text, voice message, email) and multiple languages, send out mailers, and post signs and banners on campus to promote school initiatives.	\$50,000.00	Yes

Goal Analysis for 2021-2022

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

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

Overall Implementation: We implemented all of the actions related to parent engagement successfully. The resources we allocated to help us communicate and support parents were a tremendous help at a time when re-connecting with families after not seeing them in person for a year was so crucial.

SUCSESSES:

Parent workshops and outreach: Our superintendent held town hall meetings throughout the year to update our parents on the ever-changing health protocols and listen to their concerns about health and safety in the Covid era. School principals held virtual coffee chats focused on topics such as state testing and the 7 Habits at home. Our middle school hosted parent workshops on preparing for college. The District hosted a fall series of workshops and panel discussions with our psychologists in partnership with the LA County Department of Mental Health on supporting children's social and emotional well-being. We hosted a 3 part spring parent institute on topics requested by parents during DAC/DELAC and LCAP input meetings: how to support elementary children at home with Common Core math; the dangers of unmonitored internet usage; and navigating the middle school years. Despite Zoom fatigue, parent attendance at our workshops and meetings was strong (though it did decline at the end), and parents continued to express that they prefer meeting remotely because it allows them to attend while working or juggling family commitments. The Zoom interpretation room feature was also been very helpful in keeping meetings shorter because it allowed us to translate simultaneously. Near the end of the school year, we also brought back in-person community events, including Open House and promotion ceremonies at all campuses and a live student theater production at the middle school.

Community liaisons and translators: Our community liaisons came together monthly this year as a team for professional development and best practice sharing. The community liaisons were essential in helping our low income and multilingual families get support with technology (such as how to install Class Dojo on their cell phone), with signing up for enrichment classes (often filling out online registration forms for parents as they were on the phone with them), and on connecting families with food, mental health, tutoring, and housing assistance services in the community. Our middle school community liaison made a brochure with a variety of resources to share with the guardians of all new unduplicated families when they enroll, which is available in four languages. This year, our community liaisons recruited parents from each site to attend the San Gabriel Valley Parent Involvement Academy with them, and the group brought back great ideas and resources for parent workshops for next year.

Communication tools: The closure of schools last year forced us to shift from parent communication that involved sending home paper notices in weekly parent communication folders. We began using our Blackboard Connect system and Class Dojo to send text messages, emails, and recorded audio messages to parents. These tools translate messages into the language parents indicated they prefer for oral and written communication. Since over 60% percent of our students come from households where a language other than English is spoken, and often where families speak one language but do not read in that language, these tools were very helpful. As a result, our families and teachers became skilled in using email and smartphone applications like Class Dojo to communicate. Phone calls also remained a top strategy.

CHALLENGES:

One significant challenge we faced was not having enough translators available to communicate with all of our families in their primary language. While some school sites hold site council and ELAC meetings in the mornings, many parents of unduplicated pupils expressed a preference for meetings to be held at 5:30 pm. While we had district translators who speak Spanish, Mandarin and Cantonese, and Vietnamese, we did not have enough who were available after school or in the evenings for parent workshops, DAC/DELAC meetings, and parent conferences. We must continue to explore options for interpreters, such as leveraging bilingual secondary students and parents to help us.

Another challenge we faced was updating the contact information in our student information system so that Blackboard messages and emails reached our families. After analyzing Blackboard data, our community liaisons worked to get the correct emails and phone numbers into the system.

SUBSTANTIVE DIFFERENCES IN IMPLEMENTATION:

There was no substantive difference in our implementation of Goal 4. We were able to successfully implement our goals and actions. There were no changes to our goal and actions; however, there are areas of growth we want to improve for next year within these same actions.

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

There were two areas of material differences between the Budgeted Expenditures and the Estimated Expenditures for Goal 4.
-For Action 1: Our parent outreach was strong this year, and we spent \$23,338 to provide resources and support to our families. One of the reasons we did not spend as much for parent workshops and parenting classes is because we found organizations such as Foothill Family Counseling that partnered with us for a nominal fee. Another reason was we had planned for several in-person workshops and events that we did not hold due to the pandemic.
-For Action 3: We took advantage of one-time COVID Relief funds to purchase discounted multi-year subscriptions to communication tools such as Blackboard Connect. Since the subscription has not expired, the budgeted expenditure will be spent in the future once a renewal is required.

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

We are making steady progress toward our goal of that every family is connected, engaged, and supported in helping their student at home. California School Parent Survey results show that 93% of parents feel that the school actively encourages them to be a partner. 55% of parents of English learners agreed that teachers communicate very well with them about how their child is doing, school activities, and how they can support their children at home. The use of Google classroom and Class Dojo, which were necessary communication tools during distance learning, has continued and provided an easy way for parents to know stay updated on what their children are learning and to see regular pictures of the classroom-- a nice resource since back to school night was held virtually. Parent conferences were held both virtually and in-person, and Zoom made this easier in some ways, as translators could support multiple school sites on the same day.

An area of focus for us has been authentic parent input in decisions we make as a district. With that in mind, each DAC/DELAC meeting throughout the year included an opportunity for parents to share feedback on or ideas for a policy or program the district is preparing to change or implement or to help with assessing the needs of our students. Minutes from these meetings show parent ideas that were later put into practice-- such as topics for workshops. The percent of parents agreeing on the California School Parent Survey that the school actively seeks the input of parents before making important decisions dropped 4% from last year, to 89%, suggesting that we need to work with each school site on their efforts to get parent input from their entire school community.

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.

There are no changes planned for this goal; however, we will be promoting more parent involvement and offering more in-person parent workshops on campus next 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$6,870,680.00	\$795,952.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.61%	3.33%	\$665,586.45	34.94%

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.

Improving Instruction for Low-Income At-Promise Students and English Learners:

After analyzing the local assessment data of our low-income and English learner students, we determined that our instruction is not currently working well enough to get our low-income and English learner students on grade level. Over 22% of our English learners are long-term English learners or at risk of becoming LTELs; though they have been in our schools for over four years, they still have not mastered the language and literacy skills on par with their English-only peers. Teacher feedback regarding the need for professional development on how to support students who are behind, coupled with classroom observations and leadership team walkthroughs, confirmed that instruction tends to be whole group instruction with all students receiving the same lesson at the same pace with the same supports.

In order to address these achievement gaps for our low-income and English learner students, we will support teachers in using a more differentiated instructional model that includes strategic scaffolds, homogeneous small groups for targeted instruction, and a Universal Designs for Learning approach. This past year, more teachers began providing targeted instruction to small, level-alike students, and this is a practice we plan to grow. We will provide professional development (Goal 1, Action 2) focused on academic language routines that can be included across the curriculum as part of integrated ELD, including in science. Instructional lead teachers (Goal 1, Action 8) will support this work by helping to design curriculum maps with ELD components, leading the way in implementing the literacy scaffolds that are part of our new science textbook, and more. The California Teacher Induction Program (Goal 1, Action 4) will support new teachers with all aspects of the profession and includes mentoring and classroom observation and feedback. This support for our inexperienced teachers is especially important for serving our students from various economic, academic, and language backgrounds. Through this program, new teachers will be trained in differentiated instruction, data analysis, EL progress monitoring, and research-based practices to support at-promise students. Given our student population, a significant emphasis in the mentoring will be on applying the approaches to small group instruction, monitoring the progress of their English learners, and addressing the academic needs of students from disadvantaged backgrounds. Our centralized Ed Services coordinator (Goal 2, Action 8) will enhance and evaluate our professional development by helping to plan the scope and sequence of PD related to instructional strategies to meet the needs of low income and English learners, designing and analyzing PD surveys, facilitating analysis of

formative assessment data to make sure teachers and administrators are tracking the progress of their low income and English learner students, and designing and facilitating quarterly PD pull out days for middle school teachers on designated strategies and integrated ELD across the curriculum. Finally, lead teachers (Goal 1, Action 8) will present workshops to and provide one on one coaching to their peers on topics including using technology to facilitate academic discourse amongst ELs and refining curriculum maps to accelerate learning in math and ELA for our low-income students who are still behind their wealthier peers who have managed to make up for lost instructional time.

These actions are being approved on a districtwide basis, and we believe that they will improve outcomes for all students. However, because of the achievement gaps prior to the pandemic between our low income and English learner students and the all-student group, and the disproportionate impact the pandemic has had on these two groups, we anticipate that shifting to effective, strategic, differentiated instruction will lead to these two under-performing groups growing more quickly than groups currently performing on grade level on average on. Our LCAP includes growth metrics such as student growth percentiles and the percent of students who are academically behind who are meeting stretch goals on our local assessments (i-Ready and Star reading and math). We expect to meet these growth outcomes as a result of these actions.

During classroom observations, we have consistently seen the application of strategies presented in professional development (Goal 1, Action 2). When providing feedback on professional development sessions, an average of 85% of teachers rated our PD as relevant to the needs of their students, and on average, 96% agreed that they feel prepared to implement new learnings. Induction has been very effective, especially in the past two years, when we had a larger number of new teachers. In reviewing the EL progress monitoring documents and positive, asset-based classroom management of our new teachers, we witness the power of the mentoring they have received through the Induction program (Goal 1, Action 4). We are continuing to leverage our Ed Services coordinator to help maintain a focus on our EL and low-income subgroups. As an example of how the coordinator's services have been effective, she facilitated data analysis sessions with each principal focused on their latest ELPAC scores and their school's diagnostic data broken down by subgroup; as a result, each principal presented similar data to their School Site Council and, as a result of the ensuing discussion, modified their actions in their School Plans for Student Achievement to serve their low income and EL students. We are continuing lead teachers (Goal 1, Action 8) because lead teacher groups in the past have been effective in spreading best practices for low-income and EL students to their peers across the district. For example, in 2020, the literacy leads determined that the lagging achievement of low-income primary grades students on the i-Ready reading diagnostic was partially due to insufficient instruction in sight words. They created a more rigorous set of sight word instruction expectations to implement across the district.

Individualized Attention and Support:

Through analysis of our assessment data, we know that our low-income students and English learner students have mastered fewer of the grade-level standards than students as a whole in our district, at every grade level. Our experience with distance learning in 2020-21 gave us a better window into some of the resource inequities amongst our low income and English learner students. We saw that some students had computers at home that they could use to help with homework through online tutors, and some have English speaking parents who can help with learning, while others did not. John Hattie's research on the impact of various instructional strategies shows that giving specific, timely student feedback has an effect size of 0.73—making it the fourth highest leverage activity a teacher can perform for student achievement.

We believe that creating an environment in which students can get individualized, personalized help and specific, timely feedback on their learning will help all students, but especially our low-income students and English learners. Research by Public Policy Institute of California shows that smaller classes have a greater positive effect on students in low-income schools. The study, "Class Size Reduction, Teacher Quality, and Academic Achievement in California Public Elementary Schools" (PPIC 2002) found that third-grade test scores at schools with reduced class sizes in Fresno, Long Beach, Oakland, San Francisco, and San Diego increased 14 percent in math and 9 percent in reading in schools with mostly low-income students (while schools with few low-income students saw less than a one percent increase in math scores and only a 6 percent increase in reading scores. For English learners, corrective feedback is identified in the California ELD Framework as essential to language development.

In order to facilitate our low income and EL students getting high quality, frequent, and timely feedback and individualized support, we are using Supplemental and Concentration funds for a lower student to teacher ratio in K-3 (Goal 1, Action 5), which will allow our teachers to spend more time with each child and provide more targeted designated English Language Development for English Learners. We are also funding additional teachers at the upper elementary grades (Goal 1, Action 6) to make sure we do not have to combine multiple grade levels in one class. Without this action, teachers would spend more time trying to plan for two sets of standards for each subject, which would take time away from providing valuable student feedback and attending to the individual needs of unduplicated students. We also will hire paraprofessionals as aides for three hours each day in all transitional kindergarten and kindergarten classes (Goal 1, Action 7). Many of our low-income and English learner students enter school without the foundational skills and concepts necessary to meet the academic standards for kindergarten. This is particularly true

for low-income students, English Learners, and foster youth. Instructional aides in the kindergarten classroom provide opportunities for one-to-one instruction and early intervention. Multi-media and computer lab aides provide access to and instruction in the use of technology for low income. students who may not have either at home as well as library time so that students who do not have personal. libraries at home can read widely. Finally, we are purchasing computer-adaptive educational software (Goal 2, Action 6) which responds to students' input. IXL, Imagine Learning, Freckle Math, Accelerated Reader, and i-Ready all are designed to provide students with reading or math practice based on the students' skill level and feedback when students miss questions. Though each program is different, they also provide dashboards and clear reports with actionable data that give teachers an understanding of each student's strengths and areas of need, which they can use to provide differentiated tutoring or reteaching.

These actions are being approved on a districtwide basis, and we believe that they will improve outcomes for all students. Given that our low income and English learner students are less likely to have parents at home who can help them with their homework in English, and given that these student groups are continuing into the next school year with skill gaps, we anticipate that keeping class sizes low and providing paraprofessionals will allow our teachers to give more frequent, high-quality feedback and individualized support to those who need it the most—our unduplicated pupils. We expect to see our SBAC and local assessment scores for these groups increase each year. We consider all of these actions effective and are thus continuing them from the prior LCAP. Eliminating cross-grade level classes (Goal 1, Action 6) is one factor that led to the increase in the distance above standard from the 2017-18 to the 2018-19 SBAC in ELA and math for both low income and English learner groups. Similarly, our i-Ready and running record data for our K-2 students suggests that low-income and English learner students are meeting their growth goals on average, so we are continuing to promote small group ELD and Tier 2 time and supporting that through smaller class sizes (Goal 1, Action 5). Finally, supplemental ed-tech software. (Goal 2, action 6) along with providing Chromebooks for students to take home with them to use the software at home (Goal 2, Action 9) are being continued because we can see student growth in these programs. Reviewing the audio recordings of newcomer English learner students reading aloud in Imagine Learning, for example, reveals huge increases in fluency and prosody from month to month.

Providing Enrichment and Intervention:

Almost 80% of the student population participates in the free/reduced lunch program. Low-income students not only sometimes lack basic necessities, but they also fall further behind their more affluent peers when they go straight home after school instead of to the tutoring centers, music classes, MakerSpace workshops, and other intervention and enrichment activities our students from middle-class backgrounds attend. Low-income students are less likely to have books at home or even to regularly use the library to check out books. Partially due to this resource inequality, our low-income students are academically behind our non-socioeconomically disadvantaged peers. In 2019, for example, 61% of socioeconomically disadvantaged Rosemead third through eighth-graders did not meet standards in ELA on the SBAC, compared to only 30% of their non-disadvantaged peers.

In order to address this disparity in resources, we plan to use Supplemental and Concentration funds to provide our students with enrichment opportunities that low-income families are likely unable to afford. Purchasing and maintaining student computers (Goal 1, Action 9) will allow low-income students who do not have access to the newer technology at home to be on an equal playing field technology-wise with peers who have their own up to date devices at home. Research also shows that disadvantaged students often need additional time and opportunities to learn in order to overcome academic deficits. Sending computers home will allow students to have additional time using educational software after school and on weekends. We are continuing this action (Goal 1, Action 9) because we saw this year that low-income students who checked out a device were consistently able to log the minimum recommended minutes on instructional software as well as complete homework using our learning management system.

Computer lab aides (Goal 1, Action 7) will help students learn critical technology skills and will monitor students as they engage in computer-based intervention programs. While all students will get "computer time," this service is targeted at low-income students whose parents are less likely to be able to help them navigate technology at home. Similarly, multi-media specialists (Goal 1, Action 7) will help provide students access to high-quality, grade-appropriate literature, something that is critical to developing student reading, writing, and research skills. We are continuing this action because we have seen the positive impact as low-income students meet their independent reading goals with books they have borrowed from the library and consistently demonstrate good digital citizenship as a result of lessons taught by the computer lab aides.

Supplemental funds will also be allocated for enrichment courses and activities (Goal 2, Actions 5 and 7) intended to provide our low-income students with opportunities they may not have access to due to household income or lack of transportation. Robotics, coding, music, art, mathletes, and more will expose students to concepts and vocabulary that will expand their knowledge base in their core subjects. Clubs such as journalism and theater will provide language development opportunities for English learners. Project-based learning will also bolster students' communication and collaboration skills, skills which they may not have the opportunity to practice at home. We are continuing Goal 2, Actions 5, and 7 and committing to strengthening them both, as we observed great benefits from enrichment courses in the past, such as parent and student feedback naming puppetry class as one of the best learning experiences all year.

To give low-income students the kind of catch up opportunities that wealthier students may receive from tutoring by their parents or a private tutor, we will also build intervention into the day by providing middle school intervention classes (Goal 2, Action 4) and the AVID program, which helps students who are not quite on grade level gain a surer footing on the path to college—something students whose parents are not college educated may need more support with. After-school intervention programs (Goal 2, Action 5) will support academically behind students who lack outside resources to catch up. We are continuing these actions (AVID, after-school intervention, and intervention within the school day), as we have seen their efficacy in catching up low-income and EL students. The middle school intervention classes, such as math intervention for ELs, has led to a spike in reclassification rate at the middle school for the EL population there, an increase in the distance above standard on the 2018-19 SBAC in ELA of 32.6 points for ELs and 22.5 points for low-income students and a more modest yet still positive increase on the SBAC in math of 13.8 points for ELs and 11.5 points for socioeconomically disadvantaged students.

Students with parents at home who can easily help them write an English essay or pay for a private tutor, students whose families are able to send them to private music lessons and science camp, order them books online, and buy them the latest iMac would not need these opportunities. Thus, although all of these actions are being rolled out to all students, it is the needs of our low-income students that drove these actions. We anticipate that with these additional opportunities and resources, the gap in test scores between our socioeconomically disadvantaged and non-socioeconomically disadvantaged students will shrink.

Creating a Positive Climate and Developing the Whole Child:

A positive school culture is strongly related to increased academic achievement. It is our responsibility to ensure that all students are provided with access to our academic program. Students who struggle with behavior in class are likely to be academically at risk. Unfortunately, as our Dashboard indicates, our socioeconomically disadvantaged students are more likely to be suspended and chronically absent than all students. We are continuing this action because we see its impact and want to grow it even more: since implementing PBIS in the prior LCAP, our discipline referrals have declined dramatically.

In order to promote a positive school climate where all students can learn effectively at all sites and ensure that students are not out of the classrooms for extended periods of time due to discipline-related issues, the district will use supplemental funds to implement PBIS in all schools (Goal 3, Actions 1 and 2). In order to provide a positive school environment so that all students feel safe and can learn, the district will continue to implement the Leader in Me/7 Habits student leadership program (Goal 3, Actions 1 and 2). This program provides all students with the opportunity to learn and develop critical leadership skills and everyday work habits that promote success. This program is critical to the academic and social-emotional development of our socioeconomically disadvantaged students. Skills and habits are being learned by these students that may not be taught to them at home. This program will provide our students with essential skills and habits that will be used in high school, college, and their adult lives. We are continuing the Leader in Me program from the prior LCAP because it is effective in creating a positive school climate for all students, and this is especially important for low-income students. According to our Leader in Me MRA data and LCAP input surveys, parents perceive that the Leader in Me program is making a difference.

An abundance of research connects poverty to poor educational and health outcomes and emotional stress. On our California Healthy Kids Survey data from 2021 and again in 2022, we were saddened – though not surprised given the pandemic and the toll it has taken on our community-- to find a high number of students expressing feelings of loneliness and sadness. As a district, we are committed to ensuring that our students are healthy and ready to learn. Research also demonstrates that school counselors and psychologists serve a vital role in maximizing student success, particularly for students from low-income families and students in precarious living situations whose access to basic resources may be unstable. Supplemental funds will be used to provide counseling services (Goal 3, Action 3) and in order to support the social-emotional needs of students and ensure that students receive the counseling services they need. Supplemental funds will also be used to pay for outside mental health services when needed (Goal 3, Action 4).

Though our Leader in Me/7 Habits and PBIS programs and counseling and psychologist services will be available to all of our students, we believe that they are most important for our low-income students. For students whose academic achievement is more precarious, the impact of negative school culture or challenging emotions is likely to more quickly derail academic success. By helping our students learn the habits of highly effective people, work in a school and classroom that they perceive to be well-structured and fair, we expect suspension rates and chronic absenteeism to decline. We will monitor the impact of these programs using the Leader in Me MRA survey, dashboard indicators such as suspension and chronic absenteeism, and the California Healthy Kids Survey.

We are continuing the Leader in Me and PBIS licenses (Goal 3, Action 2) and materials (Goal 3, Action 1) because we have seen their effectiveness in the past. Four of our five schools have been recognized by Leader in Me as exemplary for the way they foster student leadership and goal setting, and all five schools have met the PBIS requirements for gold or silver recognition, showing that they have been deemed effective by objective evaluators. Providing psychologists, counselors, and outside mental health services when needed is a bigger part of our new life. A review of SSTs about low-income students in SST online shows that students who received counseling were able to improve in their schoolwork and attendance once the counseling began.

Partnering with Parents:

As we reviewed the achievement gaps between our low-income and more advantaged peers, we considered the research connecting parent involvement in a child's education with that child's academic performance. With approximately 80% of families living in poverty, parent involvement can be a challenge for Rosemead families. Families living in poverty often work multiple jobs may have limited English language skills, and in some cases may have had few positive experiences with their own schooling in the past. These factors frequently work against a school's attempts to form relationships with families living in poverty. Studies indicate that the more that parents are authentically engaged in their child's education, the greater the likelihood of academic and social success for students. In addition, English learner students have parents who are not fluent in the language and therefore less able to help their children navigate schoolwork and take advantage of programs the school has to offer. Our parents who are immigrants are often unfamiliar with schooling in the US, making them sometimes hesitant to come to school and ask for support if needed.

Rosemead School District will provide a wide range of school and district supports and opportunities to increase parental involvement of unduplicated pupils in the schools. Parent workshops and outreach through coffee chats and community events (Goal 4, Action 1) will be scheduled at parents' convenience. Community liaisons (Goal 4, Action 2) at every school as well as centrally at the district will get to know the families' needs and will reach out to make sure that low-income and English learner families understand school offerings and requirements and are connected with additional services as needed. Translators (Goal 4, Action 2) provide written and oral translations of parent-facing documents, and at parent meetings for families who speak Spanish, Cantonese, Mandarin, or Vietnamese are essential for two-way communication. The district also will continue to use various communication tools (Goal 4 Action 3) with translation services to reach unduplicated student families. Tools such as Blackboard Connect, which allows us to easily send home messages via text, email, and phone in the language a family has on file as their primary language helps us to reach families who are on the go and may not read a letter sent home.

Though these actions are being applied districtwide, they are most needed for families who may need extra support to help their children thrive academically. Parents who were themselves successful in US schools and who speak and read English can more easily help their children with homework, read school bulletins in English, and provide their children guidance on how to succeed in school than those who lack confidence with academics or with English. This includes parents of "ever EL" students who have reclassified as Fluent English Proficient but whose parents speak a language other than English. With strong parent partnerships in place, we anticipate that our unduplicated pupils will attend school consistently and that their parents will report on the CalSCHLS survey and in LCAP input meetings that they feel well-supported.

We are continuing all four actions from Goal 1 because they are essential to our work partnering with the parents of English learners and socioeconomically disadvantaged students. We see the impact of the communication tools (Goal 4, Action 3) in our attendance at our parent workshops this past year. We advertised them and then sent reminders using text, phone, and email blasts in parents' primary language, and we had a very good turnout. At one point this past year, the text feature was not working, and although we had advertised the parent workshops, attendance dropped significantly. The response rates of non-English speaking parents to the translated forms of important district surveys, the attendance rate at parent conferences with a translator, and enrollment of English learners in after school arts and engineering courses after follow-up calls in students' primary language all attest to the effectiveness of our community liaisons and translators (Goal 4, Action 2), which is why we are continuing these actions. Finally, we are continuing the action of providing parent workshops geared to low-income and EL families because we believe they are helping these parents support their children academically. On the 2021 CalSCHLS parent survey, 95% of parents agreed or strongly agreed with the statement, "My child's school provides parents with advice and resources to support my child's learning."

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

The Rosemead District recognizes the need to improve achievement outcomes for our targeted students (low-income students, foster youth, and English learners). RSD will receive \$6,870,680 in supplemental funding, and the proportionality of services percentage is 32.02% for the 2022-2023 fiscal year.

The following actions meet and exceed that proportionality requirement because they are above and beyond what was being provided prior to the Local Control Funding Formula implementation and/or what is being provided to other pupils. We are providing and describing in this plan the following actions and services as an increased or improved service to low income and English learner students:

- Professional development days, the opportunity to attend outside professional development workshops, and release time for collaboration:
- PD will help teachers improve the quality of their designated ELD with more strategic and specific instruction aimed at different language levels and effective language development strategies across the curriculum to support academic discussion. PD and collaboration will also focus on supporting low-income students who are academically behind by guiding teachers in how to accelerate learning, offering just-in-time remediation while focusing on grade-level standards as well as understanding the academic

needs of children living in poverty.

-ELD/Intervention Teachers: ELD/intervention teachers work directly with English learners, teaching newcomer students daily and also working with small groups of level-alike English learners each day on the ELD standards, allowing other students to get more attention and teaching from the homeroom teacher. ELD/Intervention teachers also teach low-income students who are in need of reading or math support during "Tier 2" time each day and collaborate with homeroom teachers on analyzing data regularly to inform which student groups they work with and what standards they teach. ELD/Intervention teachers thus increase the quantity and the quality of instruction.

-Induction/Beginning Teacher Support: This program offers mentoring to our new teachers to help them understand how to teach and monitor the language development of English learners, how to implement effective strategies to help their low-income students, and how to set and maintain an asset-based, affirming classroom environment in which low income and English learners are comfortable to take academic risks This service improves the quality of instruction low income and EL students receive.

-Smaller Class Sizes K-3 and Additional Teachers in 4-6 to Eliminate Combination Classes: These services will improve the education for EL and low-income students. Through maintaining smaller class sizes and single-grade classes, we will create the conditions for teachers to more frequently and effectively provide individualized feedback on the learning of English learners and low-income students who are academically behind, conduct home visits, and form and work with small groups for designated ELD and Tier 2 intervention for low-income students differentiated and small group instruction and individualized feedback.

-Instructional Lead Teachers: Strong teachers will receive a stipend to help lead the development of the professional development aimed at English learner and low-income students described above, including revising curriculum maps to accelerate learning for low-income students who are not on grade level. Lead Teachers will also support the roll out of new literacy assessments described below, which will help all teachers better adjust instruction. This service will improve the quality of instruction our low-income and EL students receive.

-Paraprofessionals to Support Students: Aides in TK and Kindergarten will improve learning for English learners and low-income students, as these aides will help supervise students while the teacher pulls small groups for designated ELD and Tier 2 time and work with students one on one on sight words and fluency, as well as help onboard low income. students who have not attended preschool and need support adjusting to school.

-Computer lab and media aides will increase and enrich the education of low-income students by providing guidance and access to instructional technology as well as library books.

-Technology and internet access: We will purchase, service, and maintain Chromebooks for students who would not otherwise have access to instructional technology in the classroom or have the opportunity to conduct research and use digital tools to present their work. We will also have a Chromebook and hotspot check-out program to increase opportunities for low-income students to continue their learning with digital tools at home.

-Supplemental Intervention and Enrichment Courses at the Middle School: We will pay for partial salaries of middle school teachers to expand the offerings in the master schedule to include full classes for designated ELD- differentiated by language level, which improves upon the alternative of having to mix levels or include designated ELD time within another course. Math intervention classes for low-income students who are behind will also be included in the master schedule to increase support in mathematics beyond scaffolds in the math class. Enriching electives, such as robotics and coding, Taekwondo, and orchestra increase the exposure of low-income students to these topics.

-After School Intervention and Enrichment: Low-income students will have increased access to tutoring, small group intervention classes, and a wide variety of enrichment classes ranging from foreign language to stop motion animation. English learners will be able to get additional help with their courses and English in after school and Saturday classes.

-Supplemental Ed Tech Software Programs: We will continue to purchase Imagine Learning licenses for our Newcomer English learners to increase their instruction in foundational literacy skills and provide native language support. Low-income students who have gaps in their mastery of grade-level standards will be able to take advantage of increased learning through the use of adaptive software such as i-Ready and IXL, which provide feedback on personalized learning paths. Though not as good as a one on one tutor (such as the private tutors wealthier students are able to get help from), these software programs provide valuable support with essential math and reading skills.

-Supplemental Instructional, Project-Based Learning and STEAM Materials, Supplies, and Subscriptions: Our low-income students will have their learning increased in scope beyond the basic core subjects through engineering and art classes taught in new STEAM labs and hands-on, project-based learning.

-Coordinator to Provide PD and Data Analysis: English learner students will benefit from improved teaching as a result of professional development on integrated and designated ELD strategies and progress monitoring of the ELD standards, which our coordinator will plan and execute. Low-income, foster, and EL students will also benefit from more strategic instruction designed by teachers and grade-level teams after analyzing subgroup-specific data that the coordinator has prepared and led them to analyze.

-Positive Behavior Interventions and Support Licenses and Materials: Our PBIS program, including licenses for the SWIS behavior tracking system and materials for student goal setting and rewards, improves upon the basic classroom management and school rules we have in place at each school. This program of explicit behavior expectations and positive feedback helps low-income students (who might otherwise not be focused on academic achievement) stay motivated to participate actively.

-Leader in Me Licenses and Materials: The Leader in Me program enhances school and classroom rules by teaching students the 7 habits for highly effective people, guiding them to set measurable goals, and helping them to learn leadership skills through practice. We purchase curriculum, student leadership notebooks, materials

for a leadership day at each school which is open to parents and the community, and coaching for the "Lighthouse" team of teachers and students to help them refine this student leadership work. This improves the quality of social-emotional learning we provide.

-Psychologists and Counselors: Low-Income students, many of whom experience trauma or anxiety as a result of poverty-related challenges, are able to meet with or psychologists or counselor to work through their feelings and develop coping strategies. Many of our low-income families do not have health insurance that allows them access to counseling through outside agencies, so this service increases access to the emotional support they need to be able to focus on academics.

-Social-Emotional and Mental Health Services: To increase the quantity of our mental health services for low-income students who cannot access therapy privately, we contract with outside agencies and refer students who lack the means to pay for therapy to these agencies. As with our own psychologists, this service helps low-income students to process negative feelings and deal with stress so that they can thrive academically.

-Parent Outreach through Parent Workshops, Translators, Community Liaisons, and Communication Tools: To increase the quantity and quality of communication between the school and district and our low-income and non-English speaking families who may not respond to notices in English sent home, we will provide translators who can help parents understand what the teachers or administrators are saying and vice versa. Community liaisons will reach out to low-income families who need extra help to guide them through enrollment forms for special programs and classes the school is offering and make sure students have school supplies, uniforms, and other basic necessities which low-income families may not be able to provide. We will also utilize communication tools that send messages in both English and parents' primary language and in three formats: voice phone call, text, and emails making it more likely that non-English speaking parents and busy working parents who may not necessarily read their email receive important school messages about services such as summer school, Saturday classes, and parent workshops. Finally, we will provide parent workshops (presented by outside agencies or our own staff) on topics that low-income and multilingual families have requested, such as preparing children for college, helping students at home with math, financing college, and more.

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.

Rosemead School District will receive a projected \$795,952 as a 15% add-on to the supplemental and concentration grant. Each of the district schools are Title 1 schools with a high concentration, above 55%, of low-income, English learner, and foster youth. This add-on funding will allow the district to increase the number of school psychologists to provide direct services in the form of social emotional and mental health supports. The district is also planning to increase after school programs to provide students with opportunities for both interventions and enrichments for learning as well as to expand the summer school program to include more students. The district will continue to contract with Care Solace, a carefully vetted local therapist program with an online resource offering a live, 24 hours per day, seven days per week concierge designed to help students and families find local mental health-related programs and counseling services.

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	0	Elementary Schools Encinita, Janson, Savannah, Shuey Ratio: 1:17 Muscatel Middle School Ratio: 1:32
Staff-to-student ratio of certificated staff providing direct services to students	0	Elementary Schools Encinita, Janson, Savannah, Shuey Ratio: 1:18 Muscatel Middle School Ratio: 1:22

Action Tables

2022-2023 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$18,971,662.00	\$739,641.00	\$421.00	\$1,612,257.00	\$21,323,981.00	\$20,382,545.00	\$941,436.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Recruit and retain highly qualified teachers and staff	All	\$12,057,130.00	\$739,641.00	\$421.00	\$1,020,800.00	\$13,817,992.00
1	2	Professional Learning, Conferences, Trainings, Collaboration, Articulation	Low Income, English learner (EL)	\$850,000.00	\$0.00	\$0.00	\$0.00	\$850,000.00
1	3	ELD/Intervention Teachers	English learner (EL), Low Income	\$502,543.00	\$0.00	\$0.00	\$0.00	\$502,543.00
1	4	Induction/Beginning Teacher Support	English learner (EL), Low Income	\$55,000.00	\$0.00	\$0.00	\$0.00	\$55,000.00
1	5	TK-3 Class Size Reduction	Low Income, English learner (EL)	\$2,003,129.00	\$0.00	\$0.00	\$0.00	\$2,003,129.00
1	6	4-6 Grade Teachers to reduce combination classes	Low Income, English learner (EL)	\$1,193,276.00	\$0.00	\$0.00	\$0.00	\$1,193,276.00
1	7	Paraprofessionals to support students	English learner (EL), Low Income	\$638,909.00	\$0.00	\$0.00	\$0.00	\$638,909.00
1	8	Instructional Lead Teachers (District & Site)	English learner (EL), Low Income	\$80,200.00	\$0.00	\$0.00	\$0.00	\$80,200.00
1	9	Technology and internet access	Low Income	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
2	1	Assessments- diagnostic, formative, summative, benchmarks	All	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00
2	2	Data analysis, progress monitoring	All	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
2	3	Targeted academic	English learner (EL),	\$0.00	\$0.00	\$0.00	\$208,800.00	\$208,800.00

		intervention during the school day	Low Income					
2	4	Middle School Supplemental intervention and enrichment courses during the day	English learner (EL), Low Income	\$403,055.00	\$0.00	\$0.00	\$0.00	\$403,055.00
2	5	After School Intervention & Enrichment programs	Low Income, English learner (EL)	\$220,000.00	\$0.00	\$0.00	\$0.00	\$220,000.00
2	6	Supplemental EdTech Software Programs	English learner (EL), Low Income	\$43,794.00	\$0.00	\$0.00	\$152,815.00	\$196,609.00
2	7	Supplemental Instructional, Project-Based Learning/STEAM Materials, Supplies, Subscriptions	English learner (EL), Low Income	\$300,933.00	\$0.00	\$0.00	\$0.00	\$300,933.00
2	8	Special Projects & PD for English Learners and Low-Income students	English learner (EL), Low Income	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00
3	1	Leader in Me (LIM) & Positive Behavior Interventions and Support (PBIS) Materials	Low Income	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
3	2	Leader in Me (LIM) Licenses, Positive Behavior Interventions and Support (PBIS) & SWIS Licenses	Low Income	\$5,905.00	\$0.00	\$0.00	\$47,500.00	\$53,405.00
3	3	Psychologists & Counselors	Low Income	\$213,278.00	\$0.00	\$0.00	\$182,342.00	\$395,620.00
3	4	Social-Emotional/Mental Health Services	Low Income	\$27,890.00	\$0.00	\$0.00	\$0.00	\$27,890.00
4	1	Parent Workshops & Outreach	Low Income, English learner (EL)	\$25,246.00	\$0.00	\$0.00	\$0.00	\$25,246.00
4	2	Community Liaisons and Translators	English learner (EL), Low Income	\$126,374.00	\$0.00	\$0.00	\$0.00	\$126,374.00
4	3	Parent/Community Communication Tools	English learner (EL), Low Income	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00

2022-2023 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
\$21,738,733.00	\$6,870,680.00	31.61%	3.33%	34.94%	\$6,874,532.00	0.00%	31.62%	Total:	\$6,874,532.00
								LEA-wide Total:	\$2,772,529.00
								Limited Total:	\$502,543.00
								Schoolwide Total:	\$3,599,460.00

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	2	Professional Learning, Conferences, Trainings, Collaboration, Articulation	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$850,000.00	\$0.00
1	3	ELD/Intervention Teachers	Yes	Limited	English learner (EL), Low Income	All Schools	\$502,543.00	\$0.00
1	4	Induction/Beginning Teacher Support	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$55,000.00	\$0.00
1	5	TK-3 Class Size Reduction	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Encinita, Janson, Savannah, Shuey	\$2,003,129.00	\$0.00
1	6	4-6 Grade Teachers to reduce combination classes	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Encinita, Janson, Savannah, Shuey	\$1,193,276.00	\$0.00

1	7	Paraprofessionals to support students	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$638,909.00	\$0.00
1	8	Instructional Lead Teachers (District & Site)	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$80,200.00	\$0.00
1	9	Technology and internet access	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	\$0.00
2	4	Middle School Supplemental intervention and enrichment courses during the day	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Muscatel	\$403,055.00	\$0.00
2	5	After School Intervention & Enrichment programs	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$220,000.00	\$0.00
2	6	Supplemental EdTech Software Programs	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$43,794.00	\$0.00
2	7	Supplemental Instructional, Project-Based Learning/STEAM Materials, Supplies, Subscriptions	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$300,933.00	\$0.00
2	8	Special Projects & PD for English Learners and Low-Income students	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$35,000.00	\$0.00
3	1	Leader in Me (LIM) & Positive Behavior Interventions and Support (PBIS) Materials	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	\$0.00
3	2	Leader in Me (LIM) Licenses, Positive Behavior Interventions and Support (PBIS) & SWIS Licenses	Yes	LEA-wide	Low Income	All Schools	\$5,905.00	\$0.00
3	3	Psychologists & Counselors	Yes	LEA-wide	Low Income	All Schools	\$213,278.00	\$0.00
3	4	Social-Emotional/Mental Health Services	Yes	LEA-wide	Low Income	All Schools	\$27,890.00	\$0.00
4	1	Parent Workshops & Outreach	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$25,246.00	\$0.00

4	2	Community Liaisons and Translators	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$126,374.00	\$0.00
4	3	Parent/Community Communication Tools	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$50,000.00	\$0.00

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$19,239,254.00	\$20,189,641.00

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	Recruit and retain highly qualified teachers and staff	No	\$12,594,001.00	\$13,817,992.00
1	2	Professional Learning, Conferences, Trainings, Collaboration, Articulation	Yes	\$580,116.00	\$561,333.00
1	3	ELD/Intervention Teachers	Yes	\$454,581.00	\$462,691.00
1	4	Induction/Beginning Teacher Support	Yes	\$36,000.00	\$32,343.00
1	5	TK-3 Class Size Reduction	Yes	\$2,003,129.00	\$2,003,129.00
1	6	4-6 Grade Teachers to reduce combination classes	Yes	\$945,412.00	\$945,412.00
1	7	Paraprofessionals to support students	Yes	\$555,646.00	\$578,052.00
1	8	Instructional Lead Teachers (District & Site)	Yes	\$75,730.00	\$50,200.00
1	9	Technology and internet access	Yes	\$31,282.00	\$29,557.00
2	1	Assessments- diagnostic, formative, summative, benchmarks	No	\$30,000.00	\$0.00
2	2	Data analysis, progress monitoring	No	\$5,000.00	\$0.00
2	3	Targeted academic intervention during the school day	No	\$175,000.00	\$208,800.00
2	4	Middle School Supplemental intervention and enrichment courses during the day	Yes	\$385,439.00	\$403,055.00
2	5	After School Intervention &	Yes	\$142,016.00	\$82,935.00

		Enrichment programs			
2	6	Supplemental EdTech Software Programs	Yes	\$170,458.00	\$152,815.00
2	7	Supplemental Instructional, Project-Based Learning/STEAM Materials, Supplies, Subscriptions	Yes	\$136,325.00	\$200,933.00
2	8	Special Projects & PD for English Learners and Low-Income students	Yes	\$39,007.00	\$28,522.00
3	1	Leader in Me (LIM) & Positive Behavior Interventions and Support (PBIS) Materials	Yes	\$41,310.00	\$26,413.00
3	2	Leader in Me (LIM) Licenses, Positive Behavior Interventions and Support (PBIS) & SWIS Licenses	Yes	\$49,500.00	\$53,405.00
3	3	Psychologists & Counselors	Yes	\$312,350.00	\$395,620.00
3	4	Social-Emotional/Mental Health Services	Yes	\$187,167.00	\$27,890.00
4	1	Parent Workshops & Outreach	Yes	\$60,638.00	\$25,246.00
4	2	Community Liaisons and Translators	Yes	\$79,147.00	\$54,170.00
4	3	Parent/Community Communication Tools	Yes	\$150,000.00	\$49,128.00

2021-2022 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$6,778,988.00	\$6,274,990.00	\$6,113,721.00	\$161,269.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	2	Professional Learning, Conferences, Trainings, Collaboration, Articulation	Yes	\$580,116.00	\$561,333.00	0.00%	0.00%
1	3	ELD/Intervention Teachers	Yes	\$423,683.00	\$462,691.00	0.00%	0.00%
1	4	Induction/Beginning Teacher Support	Yes	\$36,000.00	\$32,343.00	0.00%	0.00%
1	5	TK-3 Class Size Reduction	Yes	\$2,003,129.00	\$2,003,129.00	0.00%	0.00%
1	6	4-6 Grade Teachers to reduce combination classes	Yes	\$945,412.00	\$945,412.00	0.00%	0.00%
1	7	Paraprofessionals to support students	Yes	\$555,646.00	\$578,052.00	0.00%	0.00%
1	8	Instructional Lead Teachers (District & Site)	Yes	\$75,730.00	\$50,200.00	0.00%	0.00%
1	9	Technology and internet access	Yes	\$31,282.00	\$29,557.00	0.00%	0.00%
2	4	Middle School Supplemental intervention and enrichment courses during the day	Yes	\$385,439.00	\$403,055.00	0.00%	0.00%
2	5	After School Intervention & Enrichment programs	Yes	\$142,016.00	\$82,935.00	0.00%	0.00%

2	6	Supplemental EdTech Software Programs	Yes	\$170,458.00	\$152,815.00	0.00%	0.00%
2	7	Supplemental Instructional, Project-Based Learning/STEAM Materials, Supplies, Subscriptions	Yes	\$136,325.00	\$200,933.00	0.00%	0.00%
2	8	Special Projects & PD for English Learners and Low-Income students	Yes	\$39,007.00	\$28,522.00	0.00%	0.00%
3	1	Leader in Me (LIM) & Positive Behavior Interventions and Support (PBIS) Materials	Yes	\$41,310.00	\$26,413.00	0.00%	0.00%
3	2	Leader in Me (LIM) Licenses, Positive Behavior Interventions and Support (PBIS) & SWIS Licenses	Yes	\$49,500.00	\$53,405.00	0.00%	0.00%
3	3	Psychologists & Counselors	Yes	\$207,985.00	\$395,620.00	0.00%	0.00%
3	4	Social-Emotional/Mental Health Services	Yes	\$162,167.00	\$27,890.00	0.00%	0.00%
4	1	Parent Workshops & Outreach	Yes	\$60,638.00	\$25,246.00	0.00%	0.00%
4	2	Community Liaisons and Translators	Yes	\$79,147.00	\$54,170.00	0.00%	0.00%
4	3	Parent/Community Communication Tools	Yes	\$150,000.00	\$0.00	0.00%	0.00%

2021-2022 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)
\$19,987,581.00	\$6,778,988.00	0.00%	33.92%	\$6,113,721.00	0.00%	30.59%	\$665,586.45	3.33%

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 students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student 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/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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



XXII. B. PUBLIC HEARING - 2022-2023 Budget Adoption and Reserve Exceeding the State Required 3% Minimum




Quick Summary / Abstract

The Board of Trustees of the Rosemead School District will hold a Public Hearing before Adopting the Budget and the Reserve Exceeding the State Required 3% Minimum for Fiscal Year 2022-2023, as required by Education Code Sections 42127 and 50262.

From

Maria C. Rios, Ed.D., Assistant Superintendent, Administrative Services
Suwen Su, Director of Fiscal Services

Supporting Documents

-  PH - Budget and Reserve 2022-2023 Cover
-  PH-2022-23 ADOPTED BUDGET REPORT_Attach
-  PH - 2022-23 Reserve Adoption Attach

ROSEMEAD SCHOOL DISTRICT
District Office Board Room
3907 Rosemead Blvd., Rosemead, CA 91770

ZOOM MEETING ID# 848 8259 2748 / PASSWORD: 945315

Thursday, June 16, 2022

7:30 p.m.

PUBLIC HEARING

**2022-2023 Budget Adoption and Reserve Exceeding the
State Required 3% Minimum**

Pursuant to Education Code Sections 42127 and 52062, the Board of Trustees of the Rosemead School District will hold a public hearing to receive testimony from members of the public at this time on the needs of the District to consider including in the 2022-2023 Budget and Reserve Exceeding the State Required 3% Minimum, prior to adoption.

ROSEMEAD SCHOOL DISTRICT

2022-23 Proposed Budget



UNITY OF PURPOSE:

- L** - Lifelong learners and leaders of our global society
- E** - Ethical behavior and mindsets
- A** - Academic rigor, support, and achievement
- D** - Diversity is valued and respected

MISSION OF THE ROSEMEAD SCHOOL DISTRICT

The Rosemead School District provides a challenging academic environment that embraces the diversity of the entire community and encourages lifelong learning.

In partnership with parents and the community, our mission is to nurture the whole child, including their intellectual, physical, emotional, and ethical growth, in order to prepare them to be responsible, healthy, productive, and contributing members of our global society.

The Rosemead School District promotes leadership at all levels of our educational community. It strives for all members to **LEAD**.

June 23, 2022

The data contained herein is subject to change and represents our best estimates based on information available at this time.

ROSEMEAD SCHOOL DISTRICT

Proposed Budget Assumptions

2022 - 2023

The budget assumptions utilized in the report are based on the Governor’s May Revision. They are updated based on the School Services and Los Angeles County Office of Education (LACOE) latest dartboards. Budget assumptions are based upon historical trends and other external sources as appropriate.

Budget Perspective:

It is a good May Revision for school districts. The General Fund revenue growth was \$50 billion more than the 2021 State Budget Act a year ago. In the May Revision, the Governor proposes \$13.8 billion in ongoing spending for Proposition 98, and \$19.1 billion in one-time funding for K-12. The ongoing funds include \$7.2 billion for LCFF and transitional kindergarten, \$3.8 billion for ELOP, \$600 million for universal meals, \$500 million to increase special education base funding, and \$427 million for the cost of living adjustment to specific categorical programs. The one-time funds consist of \$8 billion in discretionary grants, \$1.5 billion for career pathways development, \$1.5 for green school bus grants, and \$8.5 billion for facilities, infrastructure, and deferred maintenance. However, the May Revision did not address continued increases in pension costs.

California’s economy showed revenue growth over the last two years. The “big three” taxes include personal income, corporations, and sales grew by 30% in 2020-21 and are expected to grow another 20% in 2021-22. The economic boom is unlikely to last. A recession is inevitable due to record-high inflation, which continues to slow consumer spending, issues with the global supply chain, volatility in the stock market, the war in Ukraine, which impacts food prices, and the possibility of another COVID surge may lead to a national recession in the near future. California-specific risks include reduction of revenues from high-income earners and disruption from wildfires, drought, and other extreme weather events.

Enrollment and Average Daily Attendance (ADA):

Enrollment constitutes the number of pupils enrolled in the District. It is the basis for projecting the resources and expenditures for providing the District’s programs and services. The most consistent measure of enrollment in schools in California is the California Basic Education Data System (CBEDS) pupil count taken each October. The CBEDS count, which takes place after the start of the school year, gives the District a consistent date on which to compare and analyze year-to-year enrollments.

Based upon the current enrollment that includes transitional kindergarten and two Special Education severe disabilities classes that serve the West San Gabriel Special Education Local Planning Area (WSGV SELPA), the District forecasts between 2% to 3% continued enrollment decline annually. The Proposed Budget utilized prior year average daily attendance (ADA) to enrollment of 94.5% for the current and two subsequent years. The multi-year projections include an estimated 2,111 ADA for 2022-23, 2,054 ADA for 2023-24, and 1,997 ADA for 2024-25: a combined loss of 170 ADA projected for the next three years.

Enrollment and ADA projections for current and two subsequent years:	Projection	2022-23	2023-24	2023-242
	Enrollment	2,233.00	2,173.00	2,113.00
	P2 ADA	2,110.73	2,054.01	1,997.30
	Declining ADA	-56.71	-56.71	-56.71
	% Declining ADA	-2.62%	-2.69%	-2.76%

Enrollment to ADA Trend:



REVENUES

Local Control Funding Formula (LCFF) Sources:

The LCFF model establishes a Base with Supplemental and Concentration grants, and provides additional funding for K-3 Class Size Reduction (CSR), Home-to-School Transportation, and the Targeted Instructional Improvement Grant (TIIG). The additional Supplemental and Concentration Grants (SC) funding is based on the “unduplicated pupil” count of pupils who are either English Learners (EL), free or reduced-price meals, homeless, and foster youth. The unduplicated count is reported in the California Longitudinal Pupil Achievement Data System (CALPADS) during the Fall 1 reporting period that ends in January.

The LCFF funding projection is based upon the P-2 Average Daily Attendance (ADA). P-2 is the Second Period Report of ADA to the State and represents the average student attendance between July 1 and April 15. For districts with declining enrollment, funding is based on the greater of the last two years’ ADA. Due to the impacts of the COVID-19 pandemic, ADA reporting was suspended for the 2020-21 school year, and LCFF funding for 2021-22 would be based on greater of the attendance yield from 2019-20 or 2021-22. The new LCFF calculation method allows districts to utilize the greater of current year, prior, or the average of three prior years’ ADA in the May Revision. The Districts’ LCFF funding is based on this new method utilizing the LCFF calculator from the Los Angeles County Office of Education (LACOE).

The following are sources used to calculate the funding levels for the current and next two years:

LCFF Sources:	2022-23	2023-24	2024-25
Funded Cost of Living (COLA)	6.56%	5.38%	4.02%
Free & Reduce, EL, Foster Youth Count	1,763	1,715	1,668
Funded ADA	2,277	2,203	2,111
% Unduplicated Count to Enrollment	78.94%	78.94%	78.94%
Average LCFF funding per ADA	\$13,554	\$14,138	\$14,497

The Base Grant rates for 2022-23 through 2024-25 are as follows:

Grade Level	2021-22 Base	2022-23 COLA 6.56%	2022-23 (\$2.1 B)	2022-23 Base	2023-24 COLA 5.38%	2023-24 Base	2024-25 COLA 4.02%	2024-25 Base
K-3	\$8,093	\$531	\$266	\$8,890	\$478	\$9,368	\$377	\$9,745
4-6	\$8,215	\$539	\$270	\$9,024	\$485	\$9,509	\$382	\$9,891
7-8	\$8,458	\$555	\$278	\$9,291	\$500	\$9,791	\$394	\$10,185

The Base Grant rates are by grade levels and are increased by the statutory COLA annually. The statutory COLA is 6.56% for the budget year, 5.38% is estimated for 2023-24, and 4.02% for 2024-25. The additional LCFF investment of \$2.1 billion proposed in the May Revise for 2022-23 increased the Base funding per ADA by \$266 for grades K-3, \$270 for 4-6, and \$278 for 7-8.

Class Size Reduction (CSR) Augmentation:

The Augmentation Grant within LCFF provides additional funding for grades K-3 Class Size Reduction and Grades 9-12 Career Technical Education (not applicable to Rosemead). This portion makes up 10.4% of the K-3 Base Grant, estimated at \$925 per ADA for 2022-23, \$974 for 2023-24, and \$1,014 for 2024-25, respectively. To receive annual funding for CSR, districts are required to maintain a class size of 24:1 (K-3) for each school site unless a local alternative ratio is bargained for. Current K-3 class size ratio averages at 21:1. The District meets its targeted ratio of 24:1 by utilizing funds from the CSR Augmentation, Supplemental, and Concentration grants to maintain reduced class sizes.

Education Protection Account (EPA) Funds:

Education Protection Account (EPA) funds are generated by the temporary tax increases authorized by Proposition 30 in 2012 and Proposition 55 in 2016. EPA funds require a public hearing and an annual report posted on the District’s website, which provides an accounting of the amount of EPA funds received, and how those funds were spent. Similar to local property taxes, the District’s State Aid is reduced by every dollar received from EPA. These funds are used to offset teachers’ salaries and fringe benefits each year.

Supplemental and Concentration (SC) Grants:

Supplemental and Concentration funding is based on LACOE’s LCFF calculations from 2022-23 to 2024-25. The usage of the SC Grants is intended to provide increased or improved services for the District’s “At Promise” students. The improved or increased services must be planned and outlined in the District’s Local Control Accountability Plan (LCAP), which includes input from Stakeholder groups, and requires a public hearing, and approval by the Board and LACOE before July 1.

The Budget Act of 2021 increased the funding level for the LCFF Concentration Add-on grant from 50% to 65% by providing an additional \$1.1 billion in ongoing Prop 98 funds to local education agencies (LEAs) with an enrollment of 55% or greater of low-income, English learner, and foster youth students. The additional funds are to be used toward increasing certificated and classified staff that provide direct services to these students, including counselors, nurses, teachers, paraprofessionals, and other support providers.

Supplemental and Concentration grant monies were calculated using a three-year average percent of enrollment eligible unduplicated pupil count: 79.73% for the budget year, 79.74% for 2023-24, and 78.93% for 2024-25.

Supplemental & Concentration	2022-23	2023-24	2024-25
SC Grants	6,074,728	6,077,506	6,058,576
15% Concentration Add-on	\$795,952	\$786,235	\$783,657
Total	\$6,870,680	\$6,863,741	\$6,842,233

Federal Revenues:

Federal revenues are based on current grants, entitlements, and carryover dollars. The Federal Cares Act and the American Rescue Plan Act provided \$13.2 million in one-time federal funding for the Rosemead School District. \$2.8 million was spent by June 30, 2021. Another \$2.9 million is projected to be spent by fiscal year-end 2021-22. The Adopted Budget and next subsequent year's projections comprise the remaining \$7.5 million. These funds are no longer included in the second subsequent year. The 2022-23 budget include carryovers from ESSER II and ESSER III for \$3.6 million. Budget year 2023-24 projections include the remaining carryover from ESSER III for \$2.5 million and the federal portion of the Expanded Learning Opportunities (ELO) grants of \$798,294. The spending plan for the remaining one-time federal stimulus revenues is estimated at \$3.6 million for the budget year and \$3.9 million for the second year. Other federal revenues in the budget year include \$1.26 million in projected revenues and carryovers from Title I, II, III and IV, \$458,037 from the Special Education IDEA programs, and \$95,095 from the ARP Homeless grant and other federal reimbursements. The overall federal revenue projection is estimated at \$5.4 million for the budget year, \$5.6 million for 2023-24, and \$1.65 million for 2024-25 without the federal stimulus funds.

State Program Revenues:

The District is awarded \$4.6 million in one-time State stimulus funding. These funds include Proposition 98 Learning Loss Mitigation funds(LLMF), Expanded Learning Opportunity grant and program (ELO and ELOP), In-Person Instructions grants (IPI), Educator Effectiveness Block grant (EEF), and Special Education Learning Recovery Support (LRS) and Dispute Prevention and Resolution (DPDR) grants. LLMF was fully spent by June 30, 2021. The ELO carryover is projected to be spent by June 30, 2022. The cash receipts received in the prior year for the ELOP (\$1.4 million), EEF (\$570,781), and Special Ed LRS and DPDR (\$217,997) are included in the restricted general fund beginning balance for the budget year. The one-time revenues in the budget year include the carryovers from ELOP of \$316,432 and IPI of \$434,440. Other ongoing state revenues include the Mandated Block grant (\$75,730), Lottery (\$502,642), ASES program (\$710,236), State Mental Health (\$149,938), and the Early Intervention Preschool grant (\$179,348). The On-Behalf Pension contribution is estimated at \$1.5 million, with expenditures to offset the revenue. Overall, other State revenue projection totals approximately \$3.9 million for the budget year. The next two subsequent years exclude the one-time IPI and ELOP carryovers and add on the ongoing ELOP grant estimated at \$1.1 million (\$672 per ADA), netting \$4.2 million each subsequent year.

Lottery Revenues:

Lottery funding is estimated at \$228 per annual ADA for budget adoption. \$163 per ADA is the unrestricted general fund portion, and \$65 per ADA is the restricted lottery portion designated for purchasing instructional materials. Decreases in the second subsequent year result from declining enrollment.

Lottery Funding	2022-23	2023-24	2024-25
Restricted - Prop 20	\$143,297	\$139,447	\$135,596
Unrestricted	\$359,345	\$349,689	\$340,034

Mandated Cost Revenues:

For grades K-8, the ongoing Mandated Block Grant (MBG) funding is \$34.94 per ADA, slightly increasing to \$36.82 and \$37.98 in the two subsequent years. Funding for the budget year is approximately \$75,730.

Special Education Revenues:

The State increased the Special Education base rate from \$625 to \$715 per ADA and provided \$260 million ongoing for the Early Intervention Preschool program. One-time funding includes \$450 million to SELPAs to assist their LEAs with learning recovery services and \$100 million for alternative dispute resolutions. Special Education funding for 2022-23 is based on the Special Education Local Planning Area (SELPA) projections, currently at \$2.6 million for federal and state. With continued declining enrollment, a 0% COLA is projected for 2023-24 through 2024-25.

Interest-Earning:

The projected interest rates for the District's funds on deposit with the Los Angeles County Office of Education for 2021-22 is approximately 0.5%. Interest earnings are estimated at the prior rate of 0.5% for the budget year.

EXPENDITURES

Certificated and Classified Salaries:

- The 2021-22 negotiated settlement is completed for certificated, management, and confidential bargaining units. The increase in compensation is projected to be paid in the Fall of 2022, which will add approximately \$1.4 million to the current year's budget. The certificated bargaining unit received a 3% increase to the salary schedule, a 3.25% one-time annual bonus, an increase to the hourly rate from \$40 to \$45, and \$1,130.70 added to the health and welfare cap to \$11,000. Management and Confidential received the same settlement. The classified non-management bargaining unit has not settled at the time of the budget adoption. However, the same compensation is incorporated in the budget adoption for this group.
- Negotiation with all bargaining units is pending for 2022-23. No ongoing salary increase is projected for the budget or two subsequent years.
- The standard Professional Development (PD) days for all groups are budgeted in the current and multi-year projections (MYP). They include six days for certificated non-management staff, four for certificated management, and three for classified staff. For the budget and subsequent two years, funding for professional development is from the Supplemental and Concentration grants.
- Step and column movement budgeted at an average rate of 1.2% for certificated and 1.6% for classified non-management for the next two years.
- The one-time Expanded Learning Opportunity grants funded 8.38 full-time equivalent (FTE) positions in the prior year, including classroom instructional (TAG) aides, bilingual aides, and a school community liaison. ESSER III will continue funding these positions in the budget and next subsequent year.
- In 2021-22, the one-time pass-through ELC grant from LACOE provided COVID-19 testing support district-wide for the following positions: 25% of the coordinator, 70% of the school nurse, and three health technicians. Funding for these positions will revert to the unrestricted general fund for the coordinator, school nurse, and one health technician. ESSER grants will support the three part-time health technicians.
- Includes in the one-time ESSER grants are the following classified positions: One full-time grounds and warehouse person all three years, one three-hour clerk for two years, three six-hour health technicians through 2023-24, fifteen part-time instructional aides for 2022-23 and 2023-24, and one part-time school community liaison for two years. The certificated positions include the costs of six smaller class size teachers, four teachers for Independent Study, and two psychologists in the budget year. The ESSER funding for these certificated positions will be reduced to 11 in 2022-23 and 8 in 2023-24.
- Vacant positions from 2021-22 are included in the budget and multi-year projections: 0.25 fte noon supervision aide, 1.24 FTE instructional aides, 1 FTE custodian, and 1.5 fte health technician.

Fringe Benefits:

- Current budgets include the CalSTRS and CalPERS rate changes in 2022-23 through 2024-25.

- A one-time contribution from the Post-Employment Benefits Fund 20 to the General Fund for the increase to the health and welfare cap to \$11,000 per full-time equivalent.
- The number of retirees is estimated to be 19, and the cost associated with the benefits is \$157,507.
- The health and welfare benefits cap increased to \$11,000 per full time equivalent.

Fringe Benefit Rates are:

Statutory Rates	2022-23	2023-24	2024-25
STRS Employer Rate	19.10%	19.10%	19.10%
PERS Employer Rate	25.37%	25.20%	24.60%
OASDI	6.20%	6.20%	6.20%
MEDICARE	1.45%	1.45%	1.45%
SUI	0.50%	0.20%	0.20%
Workers Comp	2.93%	3.02%	3.11%

Supplies, Services, and Capital Outlay:

The District projects normal spending patterns will continue in 2022-23 and are reflected in operating budgets over the next two years. Operating expenses and services are projected to increase 19% or \$2 million as compared to the prior year due to the additional supplies and services needed for normal school operations and in person instruction, in addition to \$1 million for the Social Science textbook adoption. Overall, the supplies and services are budgeted significantly higher than in prior years with the one-time carryovers of the federal and state stimulus dollars and infusion of the new ESSER and ELOP grants. Future budget reporting will reflect reallocation of these funds to other priorities. Projections for supplies and operating expenses in the two subsequent years are lower due to spending down the one-time federal and state stimulus dollars. No capital outlay from the General Fund is projected for the current and two subsequent years.

Indirect Costs:

The inter-program indirect costs will be calculated at the maximum allowable rate per program. The District-approved Indirect Costs rate for 2022-23 will be 6.7%, or 0.38% lower than the prior year.

Inter-Fund Transfers and Contributions:

The Budget Adoption included a transfer from the Postemployment Fund 20 to the General Fund of \$306,000 to fund the increase in the health and welfare cap for the bargaining units. The prior year, include a one-time inter-fund transfer from the Restricted Community Redevelopment funds to the Special Reserve Fund 40.1 for \$660,340 and a contribution from the Restricted Routine Maintenance Account to the Deferred Revenue Fund for \$306,000.

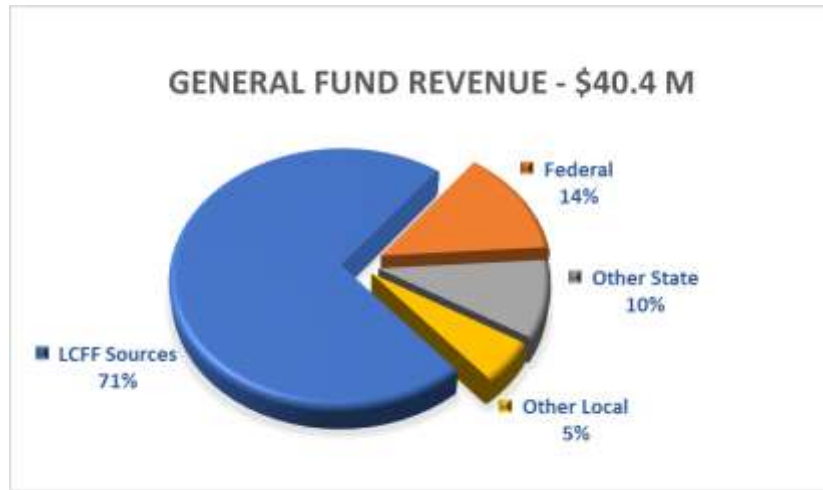
During the pre-pandemic years, contributions from the General Fund to special programs increased between 20% to 40% annually. Due to the health pandemic lockdown for most of 2020 and half of 2021, the General Fund contribution in 2019-20 fell 10% and another 11% in 2020-21. As schools and programs return to normal operations in 2021-22, the General Fund contribution to Special Education increased significantly to \$4.2 million and projects to increase another 7% by 2022-23. Contribution to Transportation resumes at approximately \$122,000 annually. Contributions to the Restricted Routine Maintenance Account (RRMA) remain at the required 3% contribution level of the total General Fund expenditure, projected at \$1.1 million. Starting in 2021-22, the District elects to contribute the 15% Concentration Add-on to the restricted side of the General Fund, estimated at \$795,952 for the budget year. Overall, the contribution from the General Fund is projected to increase by 6%, or by approximately \$294,487 to \$6.4 million.

Cash Flow:

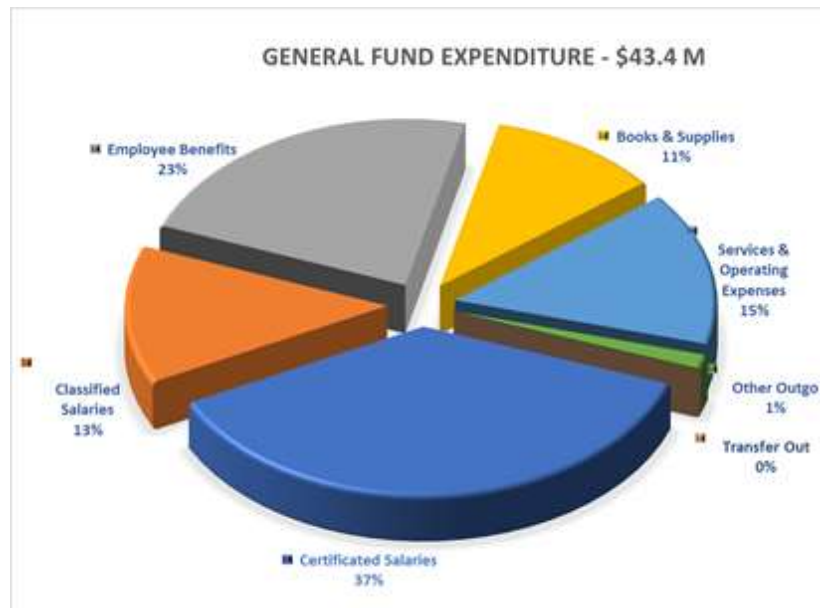
Current projections show sufficient cash flow for the fiscal year 2022-23 and 2023-24. No TRANs borrowing is anticipated for 2022-23. In the event of cash flow shortages, temporary borrowing from LACOE and other District funds will be required.

GENERAL FUND REVENUE AND EXPENDITURE PROJECTIONS FOR 2022-23:

Estimated Revenue:



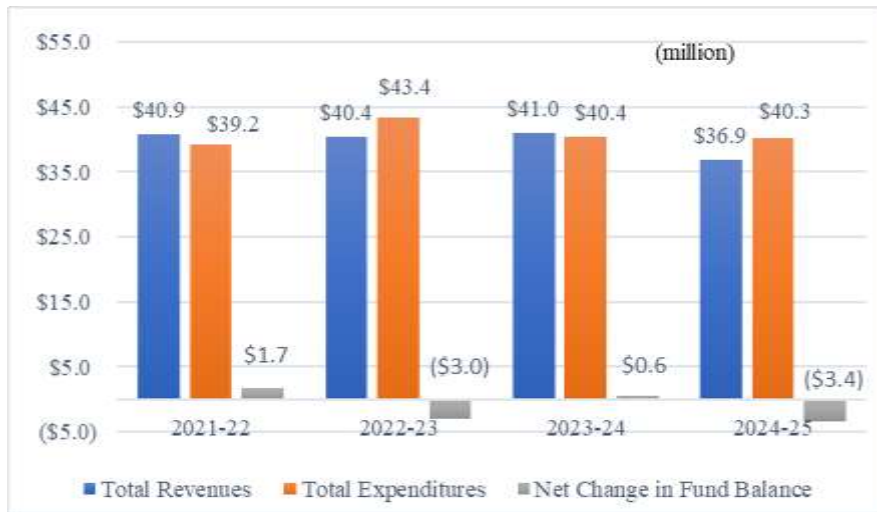
Estimated Expenditure:



GENERAL FUND MULTI-YEAR PROJECTIONS:

	Actuals	Projected	Projected	Projected
	2021-22	2022-23	2023-24	2024-25
REVENUE:				
LCFF Revenue	\$27,048,171	\$28,609,413	\$29,039,954	\$28,955,759
Federal Revenue	5,482,058	5,449,937	5,590,201	1,654,255
Other State Revenue	5,774,058	3,894,085	4,231,412	4,218,584
Other Local Revenue	2,578,758	2,096,346	2,096,347	2,096,347
Other Financing Source	<u>-</u>	<u>306,000</u>	<u>-</u>	<u>-</u>
Total Revenue	\$40,883,045	\$40,355,781	\$40,957,914	\$36,924,945
EXPENDITURE:				
Certificated Salaries	\$14,933,646	\$16,046,542	\$15,085,078	\$14,983,438
Classified Salaries	5,016,899	5,750,126	5,427,343	5,496,573
Employee Benefits	8,741,818	9,939,427	9,336,423	9,358,016
Books and Supplies	3,161,895	4,634,494	3,426,863	3,381,712
Services & Other Operating Exp.	5,772,507	6,439,319	6,479,401	6,454,944
Capital Outlay	13,166	-	-	-
Other Outgo	572,391	585,114	616,959	614,795
Transfers Out	<u>949,340</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Expenditure	\$39,161,662	\$43,395,022	\$40,372,067	\$40,314,445
Net Change in Fund Balance	\$1,721,383	-\$3,345,241	\$585,847	-\$3,364,533
Unrestricted Reserve Balance	\$9,968,474	\$8,203,895	\$8,246,491	\$6,354,675
Restricted Reserve Balance	\$3,364,256	\$2,089,594	\$2,632,845	\$1,135,161
COMPONENTS OF ENDING FUND BALANCE:				
Revolving Cash	\$23,000	\$23,000	\$23,000	\$23,000
Stores Inventory	\$99,811	\$99,811	\$99,811	\$99,811
Legally Restricted Reserve	\$3,364,256	\$2,089,594	\$2,632,845	\$1,135,161
Assigned	\$8,670,810	\$6,779,231	\$6,912,516	\$5,022,429
Designated 3% Reserve	\$1,174,853	\$1,301,853	\$1,211,164	\$1,209,435
Unassigned	\$0	\$0	\$0	\$0
Total Reserves - by Amount	\$13,332,730	\$10,293,489	\$10,879,336	\$7,489,836
Total Reserves - by Percent	34.0%	23.7%	26.9%	18.6%

General Fund outlook for current and next two years:



FUND 12 - CHILD DEVELOPMENT

This fund supports the operational activities of the Child Development programs. These programs include the State Preschool Program and the Fee Based Afterschool Program. State grants and parent fees fund 65% of this program. Employee salaries and benefits represent 73% of the total budget. Projected revenue is an estimated \$1.9 million, down slightly 2% from the prior year. The revenues consist of the State Preschool program, the Child and Adult Care Food Program (CACFP), and the ASART fee-based program. With continued operational challenges as the program recovers from the pandemic, expenditure for the current year is projected to increase 11% from the prior fiscal year. Deficit spending is estimated at \$446,321 due to the loss in revenues from parent-paid fees and increase in operational expenses. The projected ending fund balance is \$301,676.

Child Development Estimated Revenue:



Child Development Estimated Expenditure:



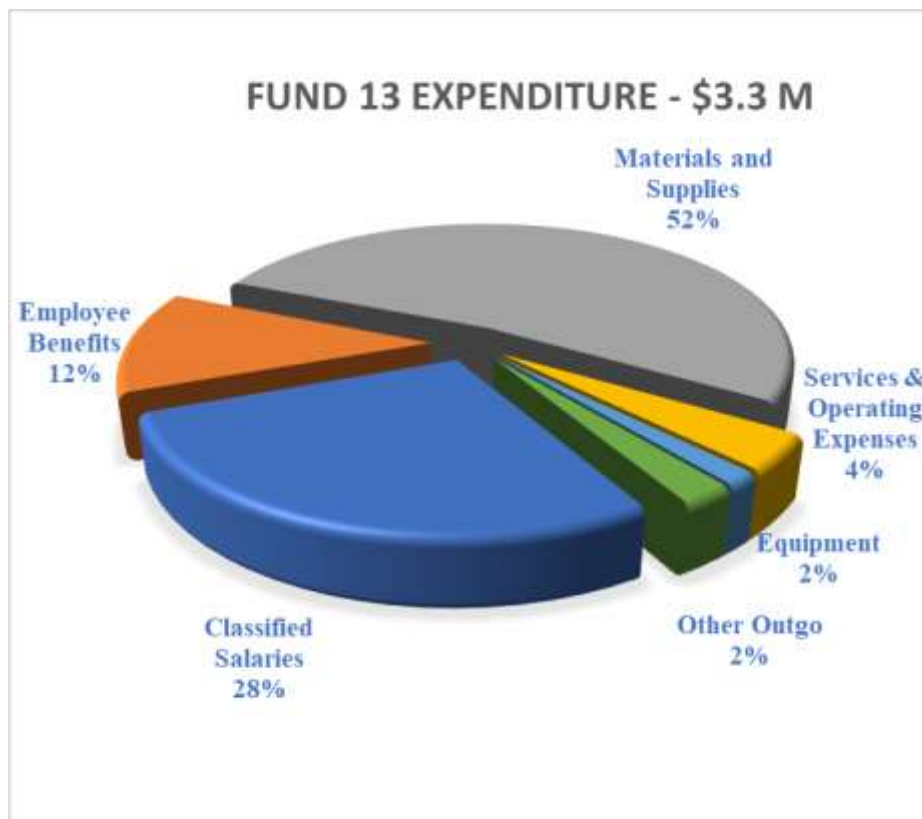
FUND 13 – CAFETERIA FUND

The Cafeteria Fund, with a budget of \$3.2 million, is the operating budget for the Food Services program. Federal and State funds account for 84% of the total revenue, down 9% from the 2021-22 level. Revenue projection from local sales of meals, adult meals, a la carte items, and catering provide the remaining 16%. On the expense side, 52% of budget expenses are for food and supply purchases, up 7% from the prior year due to inflation. The other 40% of expenses are for salaries and benefits costs. The remaining 6% of expenses are for services and equipment. The projected ending fund balance is \$338,790, down 76% from the 2021-22 level. Deficit spending is estimated at \$1.1 million due to increased food and operational costs. For the 2020-21 school year, the Federal CARES Act funding provided approximately \$234,000 in support of the Cafeteria Fund for its operating expenses. Fiscal year 2021-22 set aside approximately \$55,000 from the federal stimulus to continue supporting the foodservice program. The District will prioritize the one-time federal stimulus funds, and changes to the Child Nutrition budget will be reflected in future budget reporting.

Child Nutrition Estimated Revenue:



Child Nutrition Estimated Expenditure:



OTHER FUNDS:

All other funds are projected to have positive balances at the end of the current budget year. 2022-23 Adopted Budget revenue and expenditure projections for other funds are as follows:

FUND - DESCRIPTION	Beginning Balance	2022-23 Revenues	2022-23 Expenditures	Ending Balance
Fund 14.0 - Deferred Maintenance Fund	\$683,161	3,616	330,000	\$356,777
Fund 20.0 - Postemployment	\$2,002,051	9,574	306,000	\$1,705,625
Fund 21.0 - Building Fund - School Facilities Fund	\$442,566	2,460,187	442,565	\$2,460,188
Fund 21.0 - Building Fund - 2014 B	\$8,212,320	20,000	2,970,088	\$5,262,232
Fund 21.7 - Building Fund - 2014 A	\$0	0	0	\$0
Fund 21.8 - Building Fund - 2014 Technology	\$433,591	3,000	436,591	\$0
Fund 25.0 - Capital Facilities Fund	\$742,287	136,993	100,000	\$779,280
Fund 35.0 - County School Facilities	\$2,457,687	0	2,457,687	\$0
Fund 40.1 – Special Reserve Capital Outlay	\$838,022	3,600	660,000	\$181,622
Fund 56.0 - Debt Services	\$223,657	1,100	0	\$224,757
Grand Total	\$16,035,341	\$2,638,070	\$7,702,931	\$10,970,480

Fund 14 – Deferred Maintenance Fund

This fund was established to account and reserve monies for major maintenance, replacement, and facility repairs such as roofing, painting, landscaping, plumbing, heating, and cooling systems. Education Code 17014 requires that schools are maintained in good repair, clean, safe, and functional. In the fiscal year 2019-20, the General Fund contributed \$250,000 as a reserve for these projects. The carryovers from the Restricted Routine Maintenance account provide an additional \$845,991, \$556,991 in 2020-21, and \$289,000 projected for 2021-22.

Fund 20 – Special Reserve Fund for Postemployment

This fund is used to record the future cost of post-employment benefits and is a source of inter-fund cash borrowing due to the cash deferrals in the State Budget Act. This fund has a positive beginning balance of \$2 million. To address the large unfunded liability in the pension systems (CalSTRS and CalPERS), employer pension contribution rates have received year-to-year increases since 2013. CalSTRS contribution rate went from 16.92% in 2021-22 to 19.10% in 2022-23. The CalPERS rate increased 2% to 3% annually, from 22.91% in 2021-22 to 25.37% in the budget year. Due to these pension rate increases, the District needs to preserve this fund for budget shortfalls and increasing pension costs. The current and subsequent years' Health and Welfare benefits budget for all retirees uses the pay-as-you-go method. The negotiated settlement for 2021-22 increased the health and welfare cap to \$11,000 per full-time equivalent, estimated at \$306,000. The current budget includes an inter-fund transfer from Fund 20 to the General Fund to cover the increased cost.

Fund 21 – Building (Bond) Fund

In December 2009, the District received \$14 million in bond proceeds from the final issue of Measure RR (\$5 million) and the first issue of Measure O (\$9 million). A second issuance of Measure O, in the amount of \$7.6 million, was issued in 2013, and the third issuance of \$1.8 million in 2017. In 2013, Bond Anticipation Notes (BANs) were issued for \$5.3 million to complete Measure RR and O projects. In 2017, the District received its first issuance of Measure RS, Series A of \$7.2 million. On September 8, 2021, the District issued its second

Measure RS, 2014 Series B, for \$9.125 million. This issuance is for the modernization, upgrading, and equipping of facilities identified in the District's Facilities Master Plan.

For computer and technology upgrades, the District was awarded \$760,000 from Measure O, 2008 Series T-1, in 2008 and \$780,000 from Measure RS, 2014 Series T-2, in 2014.

The following is information related to the refunding of the General Obligation Bonds:

2011 Refunding - In 2012, the District issued \$9.77 million in General Obligation Refunding Bonds for Measure RR, 2000 Series A and B (\$6.215 million from Series A and \$3.425 million from Series B).

2012 Refunding - In July 2012, the District refinanced the remainder of Measure RR, 2000 Series B, for \$5.425 million.

2014 Refunding – In August 2014, the District issued \$6.24 million of Measure RR, 2000 Series C.

2016 Refunding - In May 2016, the District refinanced \$12.8 million from Measure RR (2000 Series D) and Measure O (2008 Series A).

2019 Refunding - On October 6, 2019, the District refinanced a total of \$18.375 million from 2011 Refunding Bonds (Original 2000 Series A and B) and Measure O, 2008 Series B bonds saved taxpayers approximately \$3 million.

Fund 25 – Capital Facilities Fund

This fund consists of money received from fees levied on developers of other agencies as a condition of approving a development. El Monte Union High School District (EMUHSD) collects these developer fees and re-allocates them to the surrounding districts. Expenditures for this fund are restricted to lease and purchases of facilities, site work for portable classrooms, school construction, and future land purchases.

Fund 35 – County School Facilities Fund

The District is required to use this fund to account for Modernization Funds received from the State. The District utilized this fund to pay off the 2007 COPs debt services. In 2018-19, the State awarded \$231,000 for Savannah Elementary and \$180,000 for Janson Elementary. On August 19, 2020, the District received another \$2,465,687 from the State for a total of \$2,876,687 for this fund. These funds can be used for matching funds for future construction projects. 2020-21 included an inter-fund transfer of \$426,429 to reimburse the Bond Fund for projects completed at Janson and Savannah. 2022-23 includes an additional inter-fund transfer of \$2.46 million received in 2020 to reimburse the Bond Fund.

Fund 40 – Special Reserve Fund for Capital Projects

This fund has two sub-funds: Special Reserve Fund for Capital Projects (Fund 40.0) and Special Reserve Fund for Air Conditioning and Furniture (Fund 40.1). At the end of 2019-20, the General Fund contributed \$500,000 to this fund for future infrastructure investments, capital outlay purchases, and technology upgrades. The fiscal year 2021-22 includes a one-time inter-fund transfer to redirect the restricted Community Redevelopment carryovers to this fund for \$660,340. The current budget includes \$500,000 reserved for vehicle purchases for the Child Nutrition and Maintenance departments. This fund has a positive beginning balance of \$838,022 and an estimated ending balance of \$181,622 for 2022-23. The expenditure budget will be based on capital facilities and equipment needs.

Fund 51 – Bond Interest and Redemption Fund

This fund is used to repay bonds issued by the Local Educational Agency (LEA). The county auditor maintains control over this fund.

Fund 56 - Debt Service Fund

This fund is used to account for the amount the District has legally committed to repaying its long-term debt. These funds are held by fiscal agents and are not available to the District.

ANNUAL BUDGET REPORT:
July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

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

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

Budget available for inspection at:

Public Hearing:

Place: Rosemead School District

Place: Rosemead School District

Date: June 13, 2022

Date: June 16, 2022

Adoption Date: June 23, 2022

Time: 7:30 p.m.

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Contact person for additional information on the budget reports:

Name: Dr. Maria Rios

Telephone: (626) 312-2900 x219

Assistant Superintendent, Administrative Services

E-mail: mrios@rosemead.k12.ca.us

Criteria and Standards Review Summary

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

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

3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multi year) commitments or debt agreements?		X

		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 16, 2022	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?		X
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

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:	Dr. Maria Rios
Title:	Assistant Superintendent, Administrative Services
Telephone:	(626) 312-2900 x219
E-mail:	mrios@rosemead.k12.ca.us

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		
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits	G	G
21	Building Fund	G	G
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	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund	G	G
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S

CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations	S	S
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		S
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

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	27,048,171.00	0.00	27,048,171.00	28,609,413.00	0.00	28,609,413.00	5.8%
2) Federal Revenue		8100-8299	46,892.00	5,435,166.00	5,482,058.00	46,892.00	5,403,045.00	5,449,937.00	-0.6%
3) Other State Revenue		8300-8599	437,074.00	5,336,984.00	5,774,058.00	440,251.00	3,453,834.00	3,894,085.00	-32.6%
4) Other Local Revenue		8600-8799	126,645.00	2,452,113.00	2,578,758.00	126,645.00	1,969,701.00	2,096,346.00	-18.7%
5) TOTAL, REVENUES			27,658,782.00	13,224,263.00	40,883,045.00	29,223,201.00	10,826,580.00	40,049,781.00	-2.0%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	11,479,817.00	3,453,829.00	14,933,646.00	12,380,701.00	3,665,841.00	16,046,542.00	7.5%
2) Classified Salaries		2000-2999	2,834,230.00	2,182,669.00	5,016,899.00	3,290,304.00	2,459,822.00	5,750,126.00	14.6%
3) Employee Benefits		3000-3999	4,994,132.00	3,747,686.00	8,741,818.00	5,924,836.00	4,014,591.00	9,939,427.00	13.7%
4) Books and Supplies		4000-4999	738,268.00	2,423,627.00	3,161,895.00	1,582,949.00	3,051,545.00	4,634,494.00	46.6%
5) Services and Other Operating Expenditures		5000-5999	1,905,775.00	3,866,732.00	5,772,507.00	2,385,244.00	4,054,075.00	6,439,319.00	11.6%
6) Capital Outlay		6000-6999	0.00	13,166.00	13,166.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	723,152.00	723,152.00	0.00	744,846.00	744,846.00	3.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(532,902.00)	382,141.00	(150,761.00)	(648,508.00)	488,776.00	(159,732.00)	6.0%
9) TOTAL, EXPENDITURES			21,419,320.00	16,793,002.00	38,212,322.00	24,915,526.00	18,479,496.00	43,395,022.00	13.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,239,462.00	(3,568,739.00)	2,670,723.00	4,307,675.00	(7,652,916.00)	(3,345,241.00)	-225.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	306,000.00	0.00	306,000.00	New
b) Transfers Out		7600-7629	0.00	949,340.00	949,340.00	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	(6,083,767.00)	6,083,767.00	0.00	(6,378,254.00)	6,378,254.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,083,767.00)	5,134,427.00	(949,340.00)	(6,072,254.00)	6,378,254.00	306,000.00	-132.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			155,695.00	1,565,688.00	1,721,383.00	(1,764,579.00)	(1,274,662.00)	(3,039,241.00)	-276.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	9,812,778.89	1,871,854.04	11,684,632.93	9,968,473.89	3,364,256.04	13,332,729.93	14.1%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,812,778.89	1,871,854.04	11,684,632.93	9,968,473.89	3,364,256.04	13,332,729.93	14.1%
d) Other Restatements		9795	0.00	(73,286.00)	(73,286.00)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,812,778.89	1,798,568.04	11,611,346.93	9,968,473.89	3,364,256.04	13,332,729.93	14.8%
2) Ending Balance, June 30 (E + F1e)			9,968,473.89	3,364,256.04	13,332,729.93	8,203,894.89	2,089,594.04	10,293,488.93	-22.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	23,000.00	0.00	23,000.00	23,000.00	0.00	23,000.00	0.0%
Stores		9712	99,811.00	0.00	99,811.00	99,811.00	0.00	99,811.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	3,364,256.04	3,364,256.04	0.00	2,089,594.04	2,089,594.04	-37.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	8,670,810.00	0.00	8,670,810.00	6,779,231.00	0.00	6,779,231.00	-21.8%
07810 Supplemental and Concentration Grants	0000	9780	1,720,081.00		1,720,081.00			0.00	
07140 GATE	0000	9780	6,514.00		6,514.00			0.00	
07156 Textbook Adoption	0000	9780	1,628,000.00		1,628,000.00			0.00	
Enrollment Decline, Deficit Spending, and Other Budget Contingency	0000	9780	5,316,215.00		5,316,215.00			0.00	
07810 Supplemental and Concentration Grants	0000	9780			0.00	1,599,867.00		1,599,867.00	
07140 GATE	0000	9780			0.00	6,514.00		6,514.00	
07156 Textbook Adoption	0000	9780			0.00	628,000.00		628,000.00	
Enrollment Decline, Deficit Spending, and Other Budget Contingency	0000	9780			0.00	4,544,850.00		4,544,850.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,174,852.89	0.00	1,174,852.89	1,301,852.89	0.00	1,301,852.89	10.8%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				

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)	
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		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		15,699,872.00	0.00	15,699,872.00	17,261,114.00	0.00	17,261,114.00	9.9%
Education Protection Account State Aid - Current Year	8012		5,780,941.00	0.00	5,780,941.00	5,780,941.00	0.00	5,780,941.00	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)	
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	15,247.00	0.00	15,247.00	15,247.00	0.00	15,247.00	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	3,193,040.00	0.00	3,193,040.00	3,193,040.00	0.00	3,193,040.00	0.0%
Unsecured Roll Taxes		8042	110,137.00	0.00	110,137.00	110,137.00	0.00	110,137.00	0.0%
Prior Years' Taxes		8043	161,597.00	0.00	161,597.00	161,597.00	0.00	161,597.00	0.0%
Supplemental Taxes		8044	155,082.00	0.00	155,082.00	155,082.00	0.00	155,082.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	1,750,745.00	0.00	1,750,745.00	1,750,745.00	0.00	1,750,745.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	176,161.00	0.00	176,161.00	176,161.00	0.00	176,161.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	5,349.00	0.00	5,349.00	5,349.00	0.00	5,349.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			27,048,171.00	0.00	27,048,171.00	28,609,413.00	0.00	28,609,413.00	5.8%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			27,048,171.00	0.00	27,048,171.00	28,609,413.00	0.00	28,609,413.00	5.8%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	497,584.00	497,584.00	0.00	427,152.00	427,152.00	-14.2%
Special Education Discretionary Grants		8182	0.00	143,512.00	143,512.00	0.00	30,885.00	30,885.00	-78.5%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

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)	
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	2,629.00	2,629.00	0.00	2,629.00	2,629.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		1,095,868.00	1,095,868.00		840,656.00	840,656.00	-23.3%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		137,408.00	137,408.00		107,449.00	107,449.00	-21.8%
Title III, Part A, Immigrant Student Program	4201	8290		33,326.00	33,326.00		33,326.00	33,326.00	0.0%
Title III, Part A, English Learner Program	4203	8290		140,606.00	140,606.00		153,494.00	153,494.00	9.2%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		89,618.00	89,618.00		124,144.00	124,144.00	38.5%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	46,892.00	3,294,615.00	3,341,507.00	46,892.00	3,683,310.00	3,730,202.00	11.6%
TOTAL, FEDERAL REVENUE			46,892.00	5,435,166.00	5,482,058.00	46,892.00	5,403,045.00	5,449,937.00	-0.6%
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	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	76,471.00	0.00	76,471.00	75,730.00	0.00	75,730.00	-1.0%
Lottery - Unrestricted and Instructional Materials		8560	360,603.00	141,343.00	501,946.00	359,345.00	143,297.00	502,642.00	0.1%
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									

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)	
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		710,236.00	710,236.00		710,236.00	710,236.00	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%
Implementation All Other State Revenue	7405 All Other	8590 8590	0.00	4,485,405.00	4,485,405.00	5,176.00	2,600,301.00	2,605,477.00	-41.9%
TOTAL, OTHER STATE REVENUE			437,074.00	5,336,984.00	5,774,058.00	440,251.00	3,453,834.00	3,894,085.00	-32.6%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	660,340.00	660,340.00	0.00	0.00	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	51,645.00	0.00	51,645.00	51,645.00	0.00	51,645.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									

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)	
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	75,000.00	87,741.00	162,741.00	75,000.00	19,746.00	94,746.00	-41.8%
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		1,704,032.00	1,704,032.00		1,949,955.00	1,949,955.00	14.4%
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			126,645.00	2,452,113.00	2,578,758.00	126,645.00	1,969,701.00	2,096,346.00	-18.7%
TOTAL, REVENUES			27,658,782.00	13,224,263.00	40,883,045.00	29,223,201.00	10,826,580.00	40,049,781.00	-2.0%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	9,950,715.00	2,726,672.00	12,677,387.00	10,656,602.00	2,824,973.00	13,481,575.00	6.3%
Certificated Pupil Support Salaries		1200	183,253.00	368,919.00	552,172.00	251,575.00	492,656.00	744,231.00	34.8%
Certificated Supervisors' and Administrators' Salaries		1300	1,345,849.00	338,738.00	1,684,587.00	1,472,524.00	328,712.00	1,801,236.00	6.9%
Other Certificated Salaries		1900	0.00	19,500.00	19,500.00	0.00	19,500.00	19,500.00	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)	
TOTAL, CERTIFICATED SALARIES			11,479,817.00	3,453,829.00	14,933,646.00	12,380,701.00	3,665,841.00	16,046,542.00	7.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	361,077.00	942,403.00	1,303,480.00	454,681.00	1,131,438.00	1,586,119.00	21.7%
Classified Support Salaries		2200	643,877.00	397,960.00	1,041,837.00	688,983.00	392,622.00	1,081,605.00	3.8%
Classified Supervisors' and Administrators' Salaries		2300	484,895.00	59,648.00	544,543.00	555,336.00	72,443.00	627,779.00	15.3%
Clerical, Technical and Office Salaries		2400	1,071,214.00	243,757.00	1,314,971.00	1,196,023.00	245,699.00	1,441,722.00	9.6%
Other Classified Salaries		2900	273,167.00	538,901.00	812,068.00	395,281.00	617,620.00	1,012,901.00	24.7%
TOTAL, CLASSIFIED SALARIES			2,834,230.00	2,182,669.00	5,016,899.00	3,290,304.00	2,459,822.00	5,750,126.00	14.6%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,900,006.00	2,060,799.00	3,960,805.00	2,292,182.00	2,174,685.00	4,466,867.00	12.8%
PERS		3201-3202	633,218.00	472,171.00	1,105,389.00	760,197.00	564,985.00	1,325,182.00	19.9%
OASDI/Medicare/Alternative		3301-3302	386,250.00	227,328.00	613,578.00	422,956.00	249,297.00	672,253.00	9.6%
Health and Welfare Benefits		3401-3402	1,351,585.00	735,598.00	2,087,183.00	1,384,673.00	668,117.00	2,052,790.00	-1.6%
Unemployment Insurance		3501-3502	69,899.00	27,712.00	97,611.00	76,465.00	29,881.00	106,346.00	8.9%
Workers' Compensation		3601-3602	409,828.00	160,734.00	570,562.00	448,487.00	175,724.00	624,211.00	9.4%
OPEB, Allocated		3701-3702	122,936.00	0.00	122,936.00	157,507.00	0.00	157,507.00	28.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	120,410.00	63,344.00	183,754.00	382,369.00	151,902.00	534,271.00	190.8%
TOTAL, EMPLOYEE BENEFITS			4,994,132.00	3,747,686.00	8,741,818.00	5,924,836.00	4,014,591.00	9,939,427.00	13.7%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	100,000.00	350,000.00	450,000.00	1,000,000.00	384,468.00	1,384,468.00	207.7%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	512,565.00	1,884,747.00	2,397,312.00	559,224.00	2,625,800.00	3,185,024.00	32.9%
Noncapitalized Equipment		4400	125,703.00	188,880.00	314,583.00	23,725.00	41,277.00	65,002.00	-79.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			738,268.00	2,423,627.00	3,161,895.00	1,582,949.00	3,051,545.00	4,634,494.00	46.6%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	115,344.00	89,628.00	204,972.00	200,000.00	15,000.00	215,000.00	4.9%
Travel and Conferences		5200	76,221.00	48,623.00	124,844.00	80,251.00	42,295.00	122,546.00	-1.8%
Dues and Memberships		5300	50,870.00	359.00	51,229.00	50,870.00	230.00	51,100.00	-0.3%
Insurance		5400 - 5450	259,773.00	0.00	259,773.00	264,968.00	0.00	264,968.00	2.0%
Operations and Housekeeping Services		5500	752,593.00	0.00	752,593.00	827,852.00	0.00	827,852.00	10.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	189,299.00	358,588.00	547,887.00	199,090.00	185,893.00	384,983.00	-29.7%

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)	
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	368,408.00	3,316,705.00	3,685,113.00	668,946.00	3,810,657.00	4,479,603.00	21.6%
Communications		5900	93,267.00	52,829.00	146,096.00	93,267.00	0.00	93,267.00	-36.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,905,775.00	3,866,732.00	5,772,507.00	2,385,244.00	4,054,075.00	6,439,319.00	11.6%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	13,166.00	13,166.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	13,166.00	13,166.00	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	723,152.00	723,152.00	0.00	744,846.00	744,846.00	3.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%

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)	
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	723,152.00	723,152.00	0.00	744,846.00	744,846.00	3.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(382,141.00)	382,141.00	0.00	(488,776.00)	488,776.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(150,761.00)	0.00	(150,761.00)	(159,732.00)	0.00	(159,732.00)	6.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(532,902.00)	382,141.00	(150,761.00)	(648,508.00)	488,776.00	(159,732.00)	6.0%
TOTAL, EXPENDITURES			21,419,320.00	16,793,002.00	38,212,322.00	24,915,526.00	18,479,496.00	43,395,022.00	13.6%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	306,000.00	0.00	306,000.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	306,000.00	0.00	306,000.00	New
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	949,340.00	949,340.00	0.00	0.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	949,340.00	949,340.00	0.00	0.00	0.00	-100.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									

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)	
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(6,083,767.00)	6,083,767.00	0.00	(6,378,254.00)	6,378,254.00	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			(6,083,767.00)	6,083,767.00	0.00	(6,378,254.00)	6,378,254.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(6,083,767.00)	5,134,427.00	(949,340.00)	(6,072,254.00)	6,378,254.00	306,000.00	-132.2%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	27,048,171.00	0.00	27,048,171.00	28,609,413.00	0.00	28,609,413.00	5.8%
2) Federal Revenue		8100-8299	46,892.00	5,435,166.00	5,482,058.00	46,892.00	5,403,045.00	5,449,937.00	-0.6%
3) Other State Revenue		8300-8599	437,074.00	5,336,984.00	5,774,058.00	440,251.00	3,453,834.00	3,894,085.00	-32.6%
4) Other Local Revenue		8600-8799	126,645.00	2,452,113.00	2,578,758.00	126,645.00	1,969,701.00	2,096,346.00	-18.7%
5) TOTAL, REVENUES			27,658,782.00	13,224,263.00	40,883,045.00	29,223,201.00	10,826,580.00	40,049,781.00	-2.0%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		14,248,254.00	12,147,608.00	26,395,862.00	16,880,674.00	13,983,571.00	30,864,245.00	16.9%
2) Instruction - Related Services	2000-2999		2,318,739.00	869,264.00	3,188,003.00	2,487,820.00	896,474.00	3,384,294.00	6.2%
3) Pupil Services	3000-3999		706,676.00	1,290,093.00	1,996,769.00	1,010,983.00	1,111,368.00	2,122,351.00	6.3%
4) Ancillary Services	4000-4999		0.00	5,000.00	5,000.00	0.00	5,000.00	5,000.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,250,169.00	514,919.00	2,765,088.00	2,454,407.00	539,307.00	2,993,714.00	8.3%
8) Plant Services	8000-8999		1,895,482.00	1,242,966.00	3,138,448.00	2,081,642.00	1,198,930.00	3,280,572.00	4.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	723,152.00	723,152.00	0.00	744,846.00	744,846.00	3.0%
10) TOTAL, EXPENDITURES			21,419,320.00	16,793,002.00	38,212,322.00	24,915,526.00	18,479,496.00	43,395,022.00	13.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			6,239,462.00	(3,568,739.00)	2,670,723.00	4,307,675.00	(7,652,916.00)	(3,345,241.00)	-225.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	306,000.00	0.00	306,000.00	New
b) Transfers Out		7600-7629	0.00	949,340.00	949,340.00	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	(6,083,767.00)	6,083,767.00	0.00	(6,378,254.00)	6,378,254.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,083,767.00)	5,134,427.00	(949,340.00)	(6,072,254.00)	6,378,254.00	306,000.00	-132.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			155,695.00	1,565,688.00	1,721,383.00	(1,764,579.00)	(1,274,662.00)	(3,039,241.00)	-276.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	9,812,778.89	1,871,854.04	11,684,632.93	9,968,473.89	3,364,256.04	13,332,729.93	14.1%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,812,778.89	1,871,854.04	11,684,632.93	9,968,473.89	3,364,256.04	13,332,729.93	14.1%
d) Other Restatements		9795	0.00	(73,286.00)	(73,286.00)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,812,778.89	1,798,568.04	11,611,346.93	9,968,473.89	3,364,256.04	13,332,729.93	14.8%
2) Ending Balance, June 30 (E + F1e)			9,968,473.89	3,364,256.04	13,332,729.93	8,203,894.89	2,089,594.04	10,293,488.93	-22.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	23,000.00	0.00	23,000.00	23,000.00	0.00	23,000.00	0.0%
Stores		9712	99,811.00	0.00	99,811.00	99,811.00	0.00	99,811.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	3,364,256.04	3,364,256.04	0.00	2,089,594.04	2,089,594.04	-37.9%
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	8,670,810.00	0.00	8,670,810.00	6,779,231.00	0.00	6,779,231.00	-21.8%
07810 Supplemental and Concentration Grants	0000	9780	1,720,081.00		1,720,081.00			0.00	
07140 GATE	0000	9780	6,514.00		6,514.00			0.00	
07156 Textbook Adoption	0000	9780	1,628,000.00		1,628,000.00			0.00	
Enrollment Decline, Deficit Spending, and Other Budget Contingency	0000	9780	5,316,215.00		5,316,215.00			0.00	
07810 Supplemental and Concentration Grants	0000	9780			0.00	1,599,867.00		1,599,867.00	
07140 GATE	0000	9780			0.00	6,514.00		6,514.00	
07156 Textbook Adoption	0000	9780			0.00	628,000.00		628,000.00	
Enrollment Decline, Deficit Spending, and Other Budget Contingency	0000	9780			0.00	4,544,850.00		4,544,850.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,174,852.89	0.00	1,174,852.89	1,301,852.89	0.00	1,301,852.89	10.8%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
2600	Expanded Learning Opportunities Program	1,341,510.00	0.00
6266	Educator Effectiveness, FY 2021-22	570,781.00	380,521.00
6300	Lottery: Instructional Materials	242,202.63	.63
6536	Special Ed: Dispute Prevention and Dispute Resolution	32,905.00	0.00
6537	Special Ed: Learning Recovery Support	185,092.00	0.00
7425	Expanded Learning Opportunities (ELO) Grant	2,667.00	0.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	16,904.00	0.00
7810	Other Restricted State	808,298.00	1,514,250.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	.96	74,926.96
8210	Student Activity Funds	22,492.45	17,492.45
9010	Other Restricted Local	141,403.00	102,403.00
Total, Restricted Balance		3,364,256.04	2,089,594.04

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	480,750.00	370,150.00	-23.0%
3) Other State Revenue		8300-8599	1,244,412.00	1,244,412.00	0.0%
4) Other Local Revenue		8600-8799	238,912.00	305,371.00	27.8%
5) TOTAL, REVENUES			1,964,074.00	1,919,933.00	-2.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	107,936.00	109,801.00	1.7%
2) Classified Salaries		2000-2999	842,645.00	1,061,155.00	25.9%
3) Employee Benefits		3000-3999	531,991.00	567,274.00	6.6%
4) Books and Supplies		4000-4999	553,473.00	505,998.00	-8.6%
5) Services and Other Operating Expenditures		5000-5999	20,630.00	38,877.00	88.4%
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	83,701.00	83,149.00	-0.7%
9) TOTAL, EXPENDITURES			2,140,376.00	2,366,254.00	10.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(176,302.00)	(446,321.00)	153.2%
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)			(176,302.00)	(446,321.00)	153.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,075,270.84	898,968.84	-16.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,075,270.84	898,968.84	-16.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,075,270.84	898,968.84	-16.4%
2) Ending Balance, June 30 (E + F1e)			898,968.84	452,647.84	-49.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	294,735.30	150,972.30	-48.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	604,233.54	301,675.54	-50.1%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		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
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	370,150.00	370,150.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	110,600.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			480,750.00	370,150.00	-23.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	3,391.00	3,391.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	1,230,179.00	1,230,179.00	0.0%
All Other State Revenue	All Other	8590	10,842.00	10,842.00	0.0%
TOTAL, OTHER STATE REVENUE			1,244,412.00	1,244,412.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	4,958.00	4,958.00	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	209,954.00	300,413.00	43.1%
Interagency Services		8677	24,000.00	0.00	-100.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			238,912.00	305,371.00	27.8%
TOTAL, REVENUES			1,964,074.00	1,919,933.00	-2.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Certificated Supervisors' and Administrators' Salaries		1300	107,936.00	109,801.00	1.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			107,936.00	109,801.00	1.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	5,622.00	6,056.00	7.7%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	72,313.00	72,018.00	-0.4%
Other Classified Salaries		2900	764,710.00	983,081.00	28.6%
TOTAL, CLASSIFIED SALARIES			842,645.00	1,061,155.00	25.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	28,883.00	31,402.00	8.7%
PERS		3201-3202	200,510.00	214,455.00	7.0%
OASDI/Medicare/Alternative		3301-3302	79,932.00	76,821.00	-3.9%
Health and Welfare Benefits		3401-3402	168,158.00	170,125.00	1.2%
Unemployment Insurance		3501-3502	5,787.00	5,453.00	-5.8%
Workers' Compensation		3601-3602	32,016.00	32,091.00	0.2%
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	16,705.00	36,927.00	121.1%
TOTAL, EMPLOYEE BENEFITS			531,991.00	567,274.00	6.6%
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	112,973.00	76,700.00	-32.1%
Noncapitalized Equipment		4400	5,500.00	20,000.00	263.6%
Food		4700	435,000.00	409,298.00	-5.9%
TOTAL, BOOKS AND SUPPLIES			553,473.00	505,998.00	-8.6%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	4,112.00	3,136.00	-23.7%
Dues and Memberships		5300	714.00	714.00	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	2,040.00	2,040.00	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	13,764.00	32,987.00	139.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			20,630.00	38,877.00	88.4%
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%
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%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers of Indirect Costs - Interfund		7350	83,701.00	83,149.00	-0.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			83,701.00	83,149.00	-0.7%
TOTAL, EXPENDITURES			2,140,376.00	2,366,254.00	10.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
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 Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	480,750.00	370,150.00	-23.0%
3) Other State Revenue		8300-8599	1,244,412.00	1,244,412.00	0.0%
4) Other Local Revenue		8600-8799	238,912.00	305,371.00	27.8%
5) TOTAL, REVENUES			1,964,074.00	1,919,933.00	-2.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		1,343,590.00	1,587,826.00	18.2%
2) Instruction - Related Services	2000-2999		269,437.00	276,580.00	2.7%
3) Pupil Services	3000-3999		435,000.00	409,298.00	-5.9%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		83,701.00	83,149.00	-0.7%
8) Plant Services	8000-8999		8,648.00	9,401.00	8.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,140,376.00	2,366,254.00	10.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(176,302.00)	(446,321.00)	153.2%
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)			(176,302.00)	(446,321.00)	153.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,075,270.84	898,968.84	-16.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,075,270.84	898,968.84	-16.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,075,270.84	898,968.84	-16.4%
2) Ending Balance, June 30 (E + F1e)			898,968.84	452,647.84	-49.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	294,735.30	150,972.30	-48.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	604,233.54	301,675.54	-50.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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	1,726,355.00	1,597,783.00	-7.4%
3) Other State Revenue		8300-8599	404,779.00	246,920.00	-39.0%
4) Other Local Revenue		8600-8799	347,213.00	347,213.00	0.0%
5) TOTAL, REVENUES			2,478,347.00	2,191,916.00	-11.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	753,423.00	903,391.00	19.9%
3) Employee Benefits		3000-3999	329,734.00	395,740.00	20.0%
4) Books and Supplies		4000-4999	1,335,679.00	1,716,107.00	28.5%
5) Services and Other Operating Expenditures		5000-5999	99,868.00	133,496.00	33.7%
6) Capital Outlay		6000-6999	31,649.00	48,310.00	52.6%
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	67,060.00	76,583.00	14.2%
9) TOTAL, EXPENDITURES			2,617,413.00	3,273,627.00	25.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(139,066.00)	(1,081,711.00)	677.8%
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)			(139,066.00)	(1,081,711.00)	677.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,682,274.61	1,543,208.61	-8.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,682,274.61	1,543,208.61	-8.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,682,274.61	1,543,208.61	-8.3%
2) Ending Balance, June 30 (E + F1e)			1,543,208.61	461,497.61	-70.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	1,000.00	1,000.00	0.0%
Stores		9712	31,597.28	31,597.28	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,424,227.27	338,790.27	-76.2%
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	86,384.06	90,110.06	4.3%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		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
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,568,860.00	1,443,351.00	-8.0%
Donated Food Commodities		8221	154,432.00	154,432.00	0.0%
All Other Federal Revenue		8290	3,063.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			1,726,355.00	1,597,783.00	-7.4%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	404,779.00	246,920.00	-39.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			404,779.00	246,920.00	-39.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	340,347.00	340,347.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	6,866.00	6,866.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			347,213.00	347,213.00	0.0%
TOTAL, REVENUES			2,478,347.00	2,191,916.00	-11.6%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	581,998.00	713,353.00	22.6%
Classified Supervisors' and Administrators' Salaries		2300	105,478.00	123,645.00	17.2%
Clerical, Technical and Office Salaries		2400	65,947.00	66,393.00	0.7%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			753,423.00	903,391.00	19.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	138,724.00	176,713.00	27.4%
OASDI/Medicare/Alternative		3301-3302	54,586.00	64,208.00	17.6%
Health and Welfare Benefits		3401-3402	105,965.00	106,458.00	0.5%
Unemployment Insurance		3501-3502	3,532.00	4,195.00	18.8%
Workers' Compensation		3601-3602	21,404.00	24,701.00	15.4%
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	5,523.00	19,465.00	252.4%
TOTAL, EMPLOYEE BENEFITS			329,734.00	395,740.00	20.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	23,478.00	33,478.00	42.6%
Noncapitalized Equipment		4400	29,341.00	35,226.00	20.1%
Food		4700	1,282,860.00	1,647,403.00	28.4%
TOTAL, BOOKS AND SUPPLIES			1,335,679.00	1,716,107.00	28.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	3,100.00	45,728.00	1,375.1%
Dues and Memberships		5300	464.00	464.00	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	54,304.00	45,304.00	-16.6%
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	42,000.00	42,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			99,868.00	133,496.00	33.7%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	31,649.00	48,310.00	52.6%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			31,649.00	48,310.00	52.6%
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	67,060.00	76,583.00	14.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			67,060.00	76,583.00	14.2%
TOTAL, EXPENDITURES			2,617,413.00	3,273,627.00	25.1%
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	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			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	1,726,355.00	1,597,783.00	-7.4%
3) Other State Revenue		8300-8599	404,779.00	246,920.00	-39.0%
4) Other Local Revenue		8600-8799	347,213.00	347,213.00	0.0%
5) TOTAL, REVENUES			2,478,347.00	2,191,916.00	-11.6%
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		2,550,353.00	3,197,044.00	25.4%
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		67,060.00	76,583.00	14.2%
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			2,617,413.00	3,273,627.00	25.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(139,066.00)	(1,081,711.00)	677.8%
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)			(139,066.00)	(1,081,711.00)	677.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,682,274.61	1,543,208.61	-8.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,682,274.61	1,543,208.61	-8.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,682,274.61	1,543,208.61	-8.3%
2) Ending Balance, June 30 (E + F1e)			1,543,208.61	461,497.61	-70.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	1,000.00	1,000.00	0.0%
Stores		9712	31,597.28	31,597.28	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	86,384.06	90,110.06	4.3%
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	3,616.00	3,616.00	0.0%
5) TOTAL, REVENUES			3,616.00	3,616.00	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	179,990.00	170,000.00	-5.6%
6) Capital Outlay		6000-6999	183,294.00	160,000.00	-12.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			363,284.00	330,000.00	-9.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(359,668.00)	(326,384.00)	-9.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	289,000.00	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			289,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(70,668.00)	(326,384.00)	361.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	753,828.82	683,160.82	-9.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			753,828.82	683,160.82	-9.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			753,828.82	683,160.82	-9.4%
2) Ending Balance, June 30 (E + F1e)			683,160.82	356,776.82	-47.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	683,160.82	356,776.82	-47.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		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
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	3,616.00	3,616.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,616.00	3,616.00	0.0%
TOTAL, REVENUES			3,616.00	3,616.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
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%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	179,990.00	170,000.00	-5.6%
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%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			179,990.00	170,000.00	-5.6%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	150,000.00	150,000.00	0.0%
Equipment		6400	33,294.00	10,000.00	-70.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			183,294.00	160,000.00	-12.7%
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%
TOTAL, EXPENDITURES			363,284.00	330,000.00	-9.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	289,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			289,000.00	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)			289,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,616.00	3,616.00	0.0%
5) TOTAL, REVENUES			3,616.00	3,616.00	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		363,284.00	330,000.00	-9.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			363,284.00	330,000.00	-9.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(359,668.00)	(326,384.00)	-9.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	289,000.00	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			289,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(70,668.00)	(326,384.00)	361.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	753,828.82	683,160.82	-9.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			753,828.82	683,160.82	-9.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			753,828.82	683,160.82	-9.4%
2) Ending Balance, June 30 (E + F1e)			683,160.82	356,776.82	-47.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	683,160.82	356,776.82	-47.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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	9,574.00	9,574.00	0.0%
5) TOTAL, REVENUES			9,574.00	9,574.00	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)			9,574.00	9,574.00	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	306,000.00	New
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	(306,000.00)	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			9,574.00	(296,426.00)	-3,196.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,992,476.84	2,002,050.84	0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,992,476.84	2,002,050.84	0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,992,476.84	2,002,050.84	0.5%
2) Ending Balance, June 30 (E + F1e)			2,002,050.84	1,705,624.84	-14.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,002,050.84	1,705,624.84	-14.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		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
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	9,574.00	9,574.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,574.00	9,574.00	0.0%
TOTAL, REVENUES			9,574.00	9,574.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	306,000.00	New
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	306,000.00	New
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	(306,000.00)	New

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	9,574.00	9,574.00	0.0%
5) TOTAL, REVENUES			9,574.00	9,574.00	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)			9,574.00	9,574.00	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	306,000.00	New
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	(306,000.00)	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			9,574.00	(296,426.00)	-3,196.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,992,476.84	2,002,050.84	0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,992,476.84	2,002,050.84	0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,992,476.84	2,002,050.84	0.5%
2) Ending Balance, June 30 (E + F1e)			2,002,050.84	1,705,624.84	-14.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,002,050.84	1,705,624.84	-14.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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	35,600.00	25,500.00	-28.4%
5) TOTAL, REVENUES			35,600.00	25,500.00	-28.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	186,591.00	New
5) Services and Other Operating Expenditures		5000-5999	554,631.00	380,000.00	-31.5%
6) Capital Outlay		6000-6999	2,296,442.00	3,282,653.00	42.9%
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			2,851,073.00	3,849,244.00	35.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,815,473.00)	(3,823,744.00)	35.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	2,457,687.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	9,125,000.00	0.00	-100.0%
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			9,125,000.00	2,457,687.00	-73.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,309,527.00	(1,366,057.00)	-121.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,778,950.40	9,088,477.40	227.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,778,950.40	9,088,477.40	227.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,778,950.40	9,088,477.40	227.0%
2) Ending Balance, June 30 (E + F1e)			9,088,477.40	7,722,420.40	-15.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,088,477.40	7,722,420.40	-15.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	4,500.00	0.00	-100.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	31,100.00	25,500.00	-18.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			35,600.00	25,500.00	-28.4%
TOTAL, REVENUES			35,600.00	25,500.00	-28.4%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	186,591.00	New
TOTAL, BOOKS AND SUPPLIES			0.00	186,591.00	New
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	554,631.00	380,000.00	-31.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			554,631.00	380,000.00	-31.5%
CAPITAL OUTLAY					
Land		6100	88,071.00	70,000.00	-20.5%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	2,208,371.00	3,212,653.00	45.5%
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			2,296,442.00	3,282,653.00	42.9%
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					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,851,073.00	3,849,244.00	35.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	2,457,687.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	2,457,687.00	New
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 Sale of Bonds		8951	9,125,000.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			9,125,000.00	0.00	-100.0%
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)			9,125,000.00	2,457,687.00	-73.1%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	35,600.00	25,500.00	-28.4%
5) TOTAL, REVENUES			35,600.00	25,500.00	-28.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		2,851,073.00	3,849,244.00	35.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,851,073.00	3,849,244.00	35.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(2,815,473.00)	(3,823,744.00)	35.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	2,457,687.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	9,125,000.00	0.00	-100.0%
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			9,125,000.00	2,457,687.00	-73.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			6,309,527.00	(1,366,057.00)	-121.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,778,950.40	9,088,477.40	227.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,778,950.40	9,088,477.40	227.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,778,950.40	9,088,477.40	227.0%
2) Ending Balance, June 30 (E + F1e)			9,088,477.40	7,722,420.40	-15.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,088,477.40	7,722,420.40	-15.0%
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	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	136,993.00	136,993.00	0.0%
5) TOTAL, REVENUES			136,993.00	136,993.00	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	100,000.00	100,000.00	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			100,000.00	100,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			36,993.00	36,993.00	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)			36,993.00	36,993.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	705,294.00	742,287.00	5.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			705,294.00	742,287.00	5.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			705,294.00	742,287.00	5.2%
2) Ending Balance, June 30 (E + F1e)			742,287.00	779,280.00	5.0%
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	742,287.00	779,280.00	5.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	3,372.00	3,372.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	133,621.00	133,621.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			136,993.00	136,993.00	0.0%
TOTAL, REVENUES			136,993.00	136,993.00	0.0%

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	100,000.00	100,000.00	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			100,000.00	100,000.00	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			100,000.00	100,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

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

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	136,993.00	136,993.00	0.0%
5) TOTAL, REVENUES			136,993.00	136,993.00	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		100,000.00	100,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			100,000.00	100,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			36,993.00	36,993.00	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)			36,993.00	36,993.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	705,294.00	742,287.00	5.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			705,294.00	742,287.00	5.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			705,294.00	742,287.00	5.2%
2) Ending Balance, June 30 (E + F1e)			742,287.00	779,280.00	5.0%
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	742,287.00	779,280.00	5.0%
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	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	2,457,687.00	New
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	(2,457,687.00)	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(2,457,687.00)	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,457,687.00	2,457,687.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,457,687.00	2,457,687.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,457,687.00	2,457,687.00	0.0%
2) Ending Balance, June 30 (E + F1e)			2,457,687.00	0.00	-100.0%
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	2,457,687.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	2,457,687.00	New
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	2,457,687.00	New
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	(2,457,687.00)	New

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	2,457,687.00	New
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	(2,457,687.00)	New
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			0.00	(2,457,687.00)	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,457,687.00	2,457,687.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,457,687.00	2,457,687.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,457,687.00	2,457,687.00	0.0%
2) Ending Balance, June 30 (E + F1e)			2,457,687.00	0.00	-100.0%
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	2,457,687.00	0.00	-100.0%
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	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	3,600.00	3,600.00	0.0%
5) TOTAL, REVENUES			3,600.00	3,600.00	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	160,000.00	160,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	450,000.00	500,000.00	11.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			610,000.00	660,000.00	8.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(606,400.00)	(656,400.00)	8.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	660,340.00	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			660,340.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			53,940.00	(656,400.00)	-1,316.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	784,081.62	838,021.62	6.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			784,081.62	838,021.62	6.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			784,081.62	838,021.62	6.9%
2) Ending Balance, June 30 (E + F1e)			838,021.62	181,621.62	-78.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	838,021.62	181,621.62	-78.3%
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
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	3,600.00	3,600.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,600.00	3,600.00	0.0%
TOTAL, REVENUES			3,600.00	3,600.00	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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
OASDI/Medicare/Alternative Health and Welfare Benefits		3301-3302	0.00	0.00	0.0%
Unemployment Insurance		3401-3402	0.00	0.00	0.0%
Workers' Compensation		3501-3502	0.00	0.00	0.0%
OPEB, Allocated		3601-3602	0.00	0.00	0.0%
OPEB, Active Employees		3701-3702	0.00	0.00	0.0%
Other Employee Benefits		3751-3752	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS		3901-3902	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	160,000.00	160,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			160,000.00	160,000.00	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	450,000.00	500,000.00	11.1%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			450,000.00	500,000.00	11.1%
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			610,000.00	660,000.00	8.2%
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	660,340.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			660,340.00	0.00	-100.0%
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%
OTHER SOURCES/USES					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			660,340.00	0.00	-100.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,600.00	3,600.00	0.0%
5) TOTAL, REVENUES			3,600.00	3,600.00	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		610,000.00	660,000.00	8.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			610,000.00	660,000.00	8.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(606,400.00)	(656,400.00)	8.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	660,340.00	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			660,340.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			53,940.00	(656,400.00)	-1,316.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	784,081.62	838,021.62	6.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			784,081.62	838,021.62	6.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			784,081.62	838,021.62	6.9%
2) Ending Balance, June 30 (E + F1e)			838,021.62	181,621.62	-78.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	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	838,021.62	181,621.62	-78.3%
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	3,529,681.00	3,529,681.00	0.0%
5) TOTAL, REVENUES			3,529,681.00	3,529,681.00	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	2,370,753.00	2,370,753.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,370,753.00	2,370,753.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,158,928.00	1,158,928.00	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)			1,158,928.00	1,158,928.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,844,732.00	3,003,660.00	62.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,844,732.00	3,003,660.00	62.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,844,732.00	3,003,660.00	62.8%
2) Ending Balance, June 30 (E + F1e)			3,003,660.00	4,162,588.00	38.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,003,660.00	4,162,588.00	38.6%
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	1,844,732.00		
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
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,844,732.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,844,732.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	3,385,897.00	3,385,897.00	0.0%
Unsecured Roll		8612	79,699.00	79,699.00	0.0%
Prior Years' Taxes		8613	38,503.00	38,503.00	0.0%
Supplemental Taxes		8614	22,992.00	22,992.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	2,590.00	2,590.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,529,681.00	3,529,681.00	0.0%
TOTAL, REVENUES			3,529,681.00	3,529,681.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	1,008,984.00	1,008,984.00	0.0%
Bond Interest and Other Service Charges		7434	1,361,769.00	1,361,769.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,370,753.00	2,370,753.00	0.0%
TOTAL, EXPENDITURES			2,370,753.00	2,370,753.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Bond Interest and Redemption Fund To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,529,681.00	3,529,681.00	0.0%
5) TOTAL, REVENUES			3,529,681.00	3,529,681.00	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	2,370,753.00	2,370,753.00	0.0%
10) TOTAL, EXPENDITURES			2,370,753.00	2,370,753.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			1,158,928.00	1,158,928.00	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)			1,158,928.00	1,158,928.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,844,732.00	3,003,660.00	62.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,844,732.00	3,003,660.00	62.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,844,732.00	3,003,660.00	62.8%
2) Ending Balance, June 30 (E + F1e)			3,003,660.00	4,162,588.00	38.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	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	3,003,660.00	4,162,588.00	38.6%
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	1,100.00	1,100.00	0.0%
5) TOTAL, REVENUES			1,100.00	1,100.00	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	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,100.00	1,100.00	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)			1,100.00	1,100.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	222,557.11	223,657.11	0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			222,557.11	223,657.11	0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			222,557.11	223,657.11	0.5%
2) Ending Balance, June 30 (E + F1e)			223,657.11	224,757.11	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	223,657.11	224,757.11	0.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
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
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	1,100.00	1,100.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,100.00	1,100.00	0.0%
TOTAL, REVENUES			1,100.00	1,100.00	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%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,100.00	1,100.00	0.0%
5) TOTAL, REVENUES			1,100.00	1,100.00	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		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			1,100.00	1,100.00	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)			1,100.00	1,100.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	222,557.11	223,657.11	0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			222,557.11	223,657.11	0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			222,557.11	223,657.11	0.5%
2) Ending Balance, June 30 (E + F1e)			223,657.11	224,757.11	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	223,657.11	224,757.11	0.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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)	2,167.44	2,167.44	2,331.19	2,110.73	2,110.73	2,276.61
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)	2,167.44	2,167.44	2,331.19	2,110.73	2,110.73	2,276.61
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
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,167.44	2,167.44	2,331.19	2,110.73	2,110.73	2,276.61
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. 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
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education 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, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. 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 C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education 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)]						

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)	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			12,297,717.00	11,729,838.00	10,969,763.00	10,221,268.00	9,013,980.00	8,524,874.00	11,010,186.00	11,630,593.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		863,056.00	863,056.00	2,998,735.00	1,553,500.00	1,553,500.00	2,998,735.00	1,553,500.00	1,553,500.00
Property Taxes	8020-8079		54,452.00	121,881.00	38,208.00	0.00	117,022.00	1,060,611.00	730,317.00	153,820.00
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299		334,632.00	5,279.00	700,773.00	111,183.00	25,592.00	310,152.00	757,756.00	218,503.00
Other State Revenue	8300-8599		303,864.00	0.00	158,905.00	0.00	759,429.00	962,268.00	0.00	0.00
Other Local Revenue	8600-8799		628,120.00	68,782.00	37,981.00	68,906.00	103,218.00	75,080.00	213,402.00	84,457.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			2,184,124.00	1,058,998.00	3,934,602.00	1,733,589.00	2,558,761.00	5,406,846.00	3,254,975.00	2,010,280.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		135,540.00	1,254,303.00	2,301,800.00	1,465,228.00	1,375,204.00	1,314,826.00	1,340,688.00	1,316,587.00
Classified Salaries	2000-2999		21,733.00	285,542.00	472,050.00	446,161.00	441,276.00	430,698.00	459,940.00	480,709.00
Employee Benefits	3000-3999		50,193.00	444,538.00	854,361.00	753,666.00	634,437.00	714,981.00	732,786.00	753,926.00
Books and Supplies	4000-4999		196,309.00	331,119.00	918,404.00	706,599.00	242,536.00	173,524.00	119,921.00	279,240.00
Services	5000-5999		83,371.00	274,270.00	674,484.00	490,009.00	482,738.00	392,199.00	436,486.00	394,271.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			487,146.00	2,589,772.00	5,221,099.00	3,861,663.00	3,176,191.00	3,026,228.00	3,089,821.00	3,224,733.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		365,247.00	678,512.00	407,340.00	860,881.00	110,513.00	(18.00)	426,603.00	1,028,305.00
Due From Other Funds	9310									
Stores	9320		0.00	0.00	(8,871.00)	20,962.00	(1,517.00)	(21,550.00)	8,258.00	22,914.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
Prepaid Expenditures	9330									
Other Current Assets	9340		40,220.00	(44,059.00)	(40,001.00)	(5,500.00)	9,500.00	4,936.00	(6,809.00)	(27,801.00)
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	405,467.00	634,453.00	358,468.00	876,343.00	118,496.00	(16,632.00)	428,052.00	1,023,418.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		2,670,324.00	(136,246.00)	(179,534.00)	(44,443.00)	(9,828.00)	(121,326.00)	(27,201.00)	(85,146.00)
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	2,670,324.00	(136,246.00)	(179,534.00)	(44,443.00)	(9,828.00)	(121,326.00)	(27,201.00)	(85,146.00)
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	(2,264,857.00)	770,699.00	538,002.00	920,786.00	128,324.00	104,694.00	455,253.00	1,108,564.00
E. NET INCREASE/DECREASE (B - C + D)			(567,879.00)	(760,075.00)	(748,495.00)	(1,207,288.00)	(489,106.00)	2,485,312.00	620,407.00	(105,889.00)
F. ENDING CASH (A + E)			11,729,838.00	10,969,763.00	10,221,268.00	9,013,980.00	8,524,874.00	11,010,186.00	11,630,593.00	11,524,704.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	Beginning Balances (Ref. Only)	2022-23 Budget, July 1				Accruals	Adjustments	TOTAL	BUDGET
			March	April	May	June				
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			11,524,704.00	11,602,181.00	10,685,676.00	10,331,762.00				
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		2,998,735.00	1,553,500.00	1,553,500.00	2,998,738.00	0.00	23,042,055.00	23,042,055.00	
Property Taxes	8020-8079		191,658.00	789,239.00	1,099,033.00	595,922.00	615,195.00	5,567,358.00	5,567,358.00	
Miscellaneous Funds	8080-8099							0.00	0.00	
Federal Revenue	8100-8299		49,296.00	183,493.00	48,270.00	68,189.00	2,636,819.00	5,449,937.00	5,449,937.00	
Other State Revenue	8300-8599		170,905.00	9,215.00	126,508.00	83,103.00	1,319,888.00	3,894,085.00	3,894,085.00	
Other Local Revenue	8600-8799		145,115.00	42,546.00	158,121.00	259,944.00	210,674.00	2,096,346.00	2,096,346.00	
Interfund Transfers In	8910-8929						306,000.00	306,000.00	306,000.00	
All Other Financing Sources	8930-8979							0.00	0.00	
TOTAL RECEIPTS			3,555,709.00	2,577,993.00	2,985,432.00	4,005,896.00	5,088,576.00	40,355,781.00	40,355,781.00	
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,339,998.00	1,330,602.00	1,336,026.00	1,331,832.00	203,908.00	16,046,542.00	16,046,542.00	
Classified Salaries	2000-2999		488,666.00	510,371.00	566,139.00	583,664.00	563,177.00	5,750,126.00	5,750,126.00	
Employee Benefits	3000-3999		772,937.00	757,923.00	791,804.00	789,967.00	1,887,908.00	9,939,427.00	9,939,427.00	
Books and Supplies	4000-4999		312,601.00	330,482.00	371,300.00	352,890.00	299,570.00	4,634,495.00	4,634,494.00	
Services	5000-5999		417,675.00	597,039.00	360,319.00	932,839.00	903,619.00	6,439,319.00	6,439,319.00	
Capital Outlay	6000-6599							0.00	0.00	
Other Outgo	7000-7499						585,114.00	585,114.00	585,114.00	
Interfund Transfers Out	7600-7629							0.00	0.00	
All Other Financing Uses	7630-7699							0.00	0.00	
TOTAL DISBURSEMENTS			3,331,877.00	3,526,417.00	3,425,588.00	3,991,192.00	4,443,296.00	43,395,023.00	43,395,022.00	
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199							0.00		
Accounts Receivable	9200-9299		0.00	(23.00)	(111.00)	(18.00)	(3,104,837.00)	772,394.00		
Due From Other Funds	9310							0.00		
Stores	9320		6,671.00	80,030.00	3,742.00	(10,928.00)	0.00	99,711.00		

Description	Object	Beginning Balances (Ref. Only)	2022-23 Budget, July 1				Accruals	Adjustments	TOTAL	BUDGET
			March	April	May	June				
Prepaid Expenditures	9330							0.00		
Other Current Assets	9340		(28,350.00)	2,362.00	3,712.00	12,277.00	0.00	(79,513.00)		
Deferred Outflows of Resources	9490							0.00		
SUBTOTAL		0.00	(21,679.00)	82,369.00	7,343.00	1,331.00	(3,104,837.00)	0.00	792,592.00	
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		124,676.00	50,450.00	(78,899.00)	82,825.00	(2,925,291.00)		(679,639.00)	
Due To Other Funds	9610								0.00	
Current Loans	9640								0.00	
Unearned Revenues	9650								0.00	
Deferred Inflows of Resources	9690								0.00	
SUBTOTAL		0.00	124,676.00	50,450.00	(78,899.00)	82,825.00	(2,925,291.00)	0.00	(679,639.00)	
<u>Nonoperating</u>										
Suspense Clearing	9910								0.00	
TOTAL BALANCE SHEET ITEMS		0.00	(146,355.00)	31,919.00	86,242.00	(81,494.00)	(179,546.00)	0.00	1,472,231.00	
E. NET INCREASE/DECREASE (B - C + D)			77,477.00	(916,505.00)	(353,914.00)	(66,790.00)	465,734.00	0.00	(1,567,011.00)	(3,039,241.00)
F. ENDING CASH (A + E)			11,602,181.00	10,685,676.00	10,331,762.00	10,264,972.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									10,730,706.00	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			10,264,972.00	10,738,193.00	9,895,164.00	10,502,640.00	9,629,483.00	9,233,322.00	11,979,990.00	12,660,965.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		884,583.00	884,583.00	3,037,484.00	1,592,249.00	1,592,249.00	3,037,484.00	1,592,249.00	1,592,249.00
Property Taxes	8020-8079		32,335.00	111,176.00	47,662.00	0.00	59,689.00	1,111,653.00	705,901.00	155,196.00
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299		343,319.00	5,416.00	718,290.00	114,069.00	26,256.00	318,204.00	777,427.00	223,634.00
Other State Revenue	8300-8599		334,591.00	0.00	174,974.00	0.00	836,225.00	1,024,587.00	0.00	0.00
Other Local Revenue	8600-8799		628,120.00	68,782.00	31,304.00	68,935.00	105,064.00	75,316.00	213,402.00	85,209.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			2,222,948.00	1,069,957.00	4,009,714.00	1,775,253.00	2,619,483.00	5,567,244.00	3,288,979.00	2,056,288.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		127,465.00	1,248,477.00	1,311,653.00	1,320,104.00	1,324,841.00	1,297,997.00	1,311,703.00	1,370,909.00
Classified Salaries	2000-2999		21,644.00	269,191.00	415,166.00	423,853.00	418,938.00	408,969.00	436,858.00	456,504.00
Employee Benefits	3000-3999		47,107.00	417,259.00	705,690.00	684,016.00	681,085.00	673,472.00	690,369.00	710,126.00
Books and Supplies	4000-4999		146,783.00	246,750.00	713,966.00	525,900.00	184,101.00	128,261.00	84,424.00	204,566.00
Services	5000-5999		83,374.00	274,811.00	676,054.00	492,932.00	486,282.00	395,190.00	439,783.00	396,880.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			426,373.00	2,456,488.00	3,822,529.00	3,446,805.00	3,095,247.00	2,903,889.00	2,963,137.00	3,138,985.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		365,247.00	560,763.00	347,095.00	708,277.00	110,513.00	(14.00)	338,044.00	814,837.00
Due From Other Funds	9310									
Stores	9320		0.00	0.00	(8,862.00)	20,941.00	(1,515.00)	(21,528.00)	8,249.00	22,891.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
Prepaid Expenditures	9330									
Other Current Assets	9340		40,170.00	(44,003.00)	(39,950.00)	(5,493.00)	9,488.00	4,930.00	(6,801.00)	(27,766.00)
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	405,417.00	516,760.00	298,283.00	723,725.00	118,486.00	(16,612.00)	339,492.00	809,962.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		1,728,771.00	(26,742.00)	(122,008.00)	(74,670.00)	38,883.00	(99,925.00)	(15,641.00)	(173,824.00)
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	1,728,771.00	(26,742.00)	(122,008.00)	(74,670.00)	38,883.00	(99,925.00)	(15,641.00)	(173,824.00)
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	(1,323,354.00)	543,502.00	420,291.00	798,395.00	79,603.00	83,313.00	355,133.00	983,786.00
E. NET INCREASE/DECREASE (B - C + D)			473,221.00	(843,029.00)	607,476.00	(873,157.00)	(396,161.00)	2,746,668.00	680,975.00	(98,911.00)
F. ENDING CASH (A + E)			10,738,193.00	9,895,164.00	10,502,640.00	9,629,483.00	9,233,322.00	11,979,990.00	12,660,965.00	12,562,054.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			12,562,054.00	12,691,054.00	12,157,497.00	11,893,922.00				
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		3,037,484.00	1,592,249.00	1,592,249.00	3,037,484.00			23,472,596.00	23,472,596.00
Property Taxes	8020-8079		182,163.00	796,300.00	1,108,865.00	51,940.00	1,204,478.00		5,567,358.00	5,567,358.00
Miscellaneous Funds	8080-8099								0.00	
Federal Revenue	8100-8299		50,576.00	188,256.00	49,523.00	69,960.00	2,705,271.00		5,590,201.00	5,590,201.00
Other State Revenue	8300-8599		177,474.00	8,965.00	139,301.00	86,201.00	1,449,094.00		4,231,412.00	4,231,412.00
Other Local Revenue	8600-8799		145,269.00	42,824.00	158,773.00	260,472.00	212,877.00		2,096,347.00	2,096,347.00
Interfund Transfers In	8910-8929								0.00	
All Other Financing Sources	8930-8979								0.00	
TOTAL RECEIPTS			3,592,966.00	2,628,594.00	3,048,711.00	3,506,057.00	5,571,720.00	0.00	40,957,914.00	40,957,914.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,395,475.00	1,385,407.00	1,391,236.00	1,387,522.00	212,289.00		15,085,078.00	15,085,078.00
Classified Salaries	2000-2999		464,276.00	484,925.00	537,892.00	554,592.00	534,535.00		5,427,343.00	5,427,343.00
Employee Benefits	3000-3999		728,050.00	713,283.00	745,721.00	744,116.00	1,796,129.00		9,336,423.00	9,336,423.00
Books and Supplies	4000-4999		225,200.00	241,585.00	273,429.00	255,584.00	196,314.00		3,426,863.00	3,426,863.00
Services	5000-5999		420,913.00	601,158.00	362,931.00	939,643.00	909,450.00		6,479,401.00	6,479,401.00
Capital Outlay	6000-6599								0.00	
Other Outgo	7000-7499						616,959.00		616,959.00	616,959.00
Interfund Transfers Out	7600-7629								0.00	
All Other Financing Uses	7630-7699								0.00	
TOTAL DISBURSEMENTS			3,233,914.00	3,426,358.00	3,311,209.00	3,881,457.00	4,265,676.00	0.00	40,372,067.00	40,372,067.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199								0.00	
Accounts Receivable	9200-9299		0.00	(18.00)	(87.00)	(14.00)	(3,893,982.00)		(649,339.00)	
Due From Other Funds	9310								0.00	
Stores	9320		6,664.00	79,949.00	3,738.00	(10,917.00)			99,610.00	

Description	Object	Beginning Balances (Ref. Only)	2022-23 Budget, July 1				Accruals	Adjustments	TOTAL	BUDGET
			March	April	May	June				
Prepaid Expenditures	9330							0.00		
Other Current Assets	9340		(28,314.00)	2,359.00	3,708.00	12,262.00		(79,410.00)		
Deferred Outflows of Resources	9490							0.00		
SUBTOTAL		0.00	(21,650.00)	82,290.00	7,359.00	1,331.00	(3,893,982.00)	0.00	(629,139.00)	
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		208,402.00	(181,917.00)	8,436.00	(94,817.00)	(2,738,171.00)		(1,543,223.00)	
Due To Other Funds	9610							0.00		
Current Loans	9640							0.00		
Unearned Revenues	9650							0.00		
Deferred Inflows of Resources	9690							0.00		
SUBTOTAL		0.00	208,402.00	(181,917.00)	8,436.00	(94,817.00)	(2,738,171.00)	0.00	(1,543,223.00)	
<u>Nonoperating</u>										
Suspense Clearing	9910							0.00		
TOTAL BALANCE SHEET ITEMS		0.00	(230,052.00)	264,207.00	(1,077.00)	96,148.00	(1,155,811.00)	0.00	914,084.00	
E. NET INCREASE/DECREASE (B - C + D)			129,000.00	(533,557.00)	(263,575.00)	(279,252.00)	150,233.00	0.00	1,499,931.00	585,847.00
F. ENDING CASH (A + E)			12,691,054.00	12,157,497.00	11,893,922.00	11,614,670.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									11,764,903.00	

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	14,933,646.00	301	0.00	303	14,933,646.00	305	327,644.00		307	14,606,002.00	309
2000 - Classified Salaries	5,016,899.00	311	33,648.00	313	4,983,251.00	315	406,576.00		317	4,576,675.00	319
3000 - Employee Benefits	8,741,818.00	321	131,607.00	323	8,610,211.00	325	291,208.00		327	8,319,003.00	329
4000 - Books, Supplies Equip Replace. (6500)	3,161,895.00	331	6,778.00	333	3,155,117.00	335	362,621.00		337	2,792,496.00	339
5000 - Services . . . & 7300 - Indirect Costs	5,621,746.00	341	0.00	343	5,621,746.00	345	2,791,571.00		347	2,830,175.00	349
TOTAL					37,303,971.00	365	TOTAL			33,124,351.00	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	12,677,387.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	1,303,480.00	380
3. STRS.	3101 & 3102	3,303,731.00	382
4. PERS.	3201 & 3202	487,606.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	366,479.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	1,502,061.00	385
7. Unemployment Insurance.	3501 & 3502	72,014.00	390
8. Workers' Compensation Insurance.	3601 & 3602	417,927.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	113,875.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		20,244,560.00	395
12. Less: Teacher and Instructional Aide Salaries and			

Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	199,233.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	20,045,327.00	397

15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.61	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high)60	
2. Percentage spent by this district (Part II, Line 15)61	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	33,124,351.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00	

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

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	16,046,542.00	301	0.00	303	16,046,542.00	305	323,118.00		307	15,723,424.00	309
2000 - Classified Salaries	5,750,126.00	311	11,951.00	313	5,738,175.00	315	434,416.00		317	5,303,759.00	319
3000 - Employee Benefits	9,939,427.00	321	161,240.00	323	9,778,187.00	325	266,636.00		327	9,511,551.00	329
4000 - Books, Supplies Equip Replace. (6500)	4,634,494.00	331	0.00	333	4,634,494.00	335	397,089.00		337	4,237,405.00	339
5000 - Services. . . & 7300 - Indirect Costs	6,279,587.00	341	0.00	343	6,279,587.00	345	2,982,582.00		347	3,297,005.00	349
TOTAL					42,476,985.00	365	TOTAL			38,073,144.00	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	13,481,575.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	1,586,119.00	380
3. STRS.	3101 & 3102	3,691,814.00	382
4. PERS.	3201 & 3202	586,585.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	398,067.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	1,451,517.00	385
7. Unemployment Insurance.	3501 & 3502	77,514.00	390
8. Workers' Compensation Insurance.	3601 & 3602	453,944.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	395,608.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		22,122,743.00	395
12. Less: Teacher and Instructional Aide Salaries and			

Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	166,660.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	21,956,083.00	397

15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.58	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high)60	
2. Percentage spent by this district (Part II, Line 15)58	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)02	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	38,073,144.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	887,104.26	

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

Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	39,161,662.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	5,457,795.00
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	13,166.00
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	949,340.00
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)				962,506.00
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	139,066.00
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)				32,880,427.00
Section II - Expenditures Per ADA				2021-22 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				2,167.44
B. Expenditures per ADA (Line I.E divided by Line II.A)				15,170.17

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	28,744,570.75	12,325.46
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	28,744,570.75	12,325.46
B. Required effort (Line A.2 times 90%)	25,870,113.68	11,092.91
C. Current year expenditures (Line I.E and Line II.B)	32,880,427.00	15,170.17
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2023-24 may be reduced by the lower of the two percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
N/A	0.00	0.00
N/A	0.00	0.00
N/A	0.00	0.00
N/A	0.00	0.00
N/A	0.00	0.00
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

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

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

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 1,316,040.00
- 2. Contracted general administrative positions not paid through payroll 0.00
 - 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.

N/A

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) 27,253,387.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 4.83%

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

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

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

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	1,883,470.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	206,743.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	151,587.04
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	2,241,800.04
9. Carry-Forward Adjustment (Part IV, Line F)	(223,458.83)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	2,018,341.21

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	26,395,862.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	3,173,003.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	1,793,631.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	5,000.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	717,033.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	58,603.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	50,000.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	2,986,860.96
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	1,621,675.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	1,235,844.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	38,037,511.96

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

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

(Line A8 divided by Line B19)

5.89%

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)

5.31%

Part IV - Carry-forward Adjustment

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

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

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

2,241,800.04

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

1. Carry-forward adjustment from the second prior year

227,796.98

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 (7.08%) times Part III, Line B19); zero if negative

0.00

2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.08%) times Part III, Line B19) or (the highest rate used to recover costs from any program (7.08%) times Part III, Line B19); zero if positive

(223,458.83)

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

(223,458.83)

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:

5.31%

Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-111729.41) is applied to the current year calculation and the remainder (\$-111729.42) is deferred to one or more future years:

5.60%

Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-74486.28) is applied to the current year calculation and the remainder (\$-148972.55) is deferred to one or more future years:

5.70%

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)

(223,458.83)

Approved indirect cost rate: 7.08%
Highest rate used in any program: 7.08%

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

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	93,388.00	6,612.00	7.08%
01	3010	1,023,411.00	72,457.00	7.08%
01	3210	401,178.00	28,403.00	7.08%
01	3212	1,691,835.00	119,782.00	7.08%
01	3213	523,750.00	18,499.00	3.53%
01	3215	123,522.00	8,745.00	7.08%
01	3305	66,152.00	4,683.00	7.08%
01	3307	13,184.00	933.00	7.08%
01	3308	3,776.00	266.00	7.04%
01	3309	689.00	48.00	6.97%
01	3310	346,270.00	24,516.00	7.08%
01	3312	118,415.00	8,383.00	7.08%
01	3315	4,689.00	332.00	7.08%
01	3318	2,464.00	173.00	7.02%
01	3327	43,013.00	3,045.00	7.08%
01	3345	62.00	3.00	4.84%
01	4035	150,952.00	9,085.00	6.02%
01	4127	87,861.00	1,757.00	2.00%
01	4201	32,673.00	653.00	2.00%
01	4203	123,144.00	2,462.00	2.00%
01	6010	676,415.00	33,821.00	5.00%
01	6546	140,024.00	9,914.00	7.08%
01	7388	10,532.00	745.00	7.07%
01	7422	378,864.00	26,824.00	7.08%
12	5058	79,280.00	5,612.00	7.08%
12	6105	1,106,241.00	78,089.00	7.06%
13	5310	1,223,733.00	67,060.00	5.48%

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	0.00		451,890.63	451,890.63
2. State Lottery Revenue	8560	360,603.00		141,343.00	501,946.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00	0.00	0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00	0.00		0.00
6. Total Available (Sum Lines A1 through A5)		360,603.00	0.00	593,233.63	953,836.63
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	296,281.00	0.00	0.00	296,281.00
2. Classified Salaries	2000-2999	0.00	0.00	0.00	0.00
3. Employee Benefits	3000-3999	64,322.00	0.00	0.00	64,322.00
4. Books and Supplies	4000-4999	0.00	0.00	351,031.00	351,031.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00	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			0.00	0.00
6. Capital Outlay	6000-6999	0.00	0.00	0.00	0.00
7. Tuition	7100-7199	0.00	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		0.00
b. To JPAs and All Others	7213,7223,7283, 7299	0.00	0.00		0.00
9. Transfers of Indirect Costs	7300-7399	0.00	0.00		0.00
10. Debt Service	7400-7499	0.00	0.00		0.00
11. All Other Financing Uses	7630-7699	0.00	0.00		0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		360,603.00	0.00	351,031.00	711,634.00
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	0.00	0.00	242,202.63	242,202.63
D. COMMENTS:					
NONE					

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
-------------	--------------	---	---	---	--------

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

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

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	28,609,413.00	1.50%	29,039,954.00	-0.29%	28,955,759.00
2. Federal Revenues	8100-8299	46,892.00	0.00%	46,892.00	0.00%	46,892.00
3. Other State Revenues	8300-8599	440,251.00	-2.71%	428,318.00	-2.10%	419,341.00
4. Other Local Revenues	8600-8799	126,645.00	0.00%	126,645.00	0.00%	126,645.00
5. Other Financing Sources						
a. Transfers In	8900-8929	306,000.00	-100.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(6,378,254.00)	-1.00%	(6,314,360.00)	2.46%	(6,469,742.00)
6. Total (Sum lines A1 thru A5c)		23,150,947.00	0.76%	23,327,449.00	-1.07%	23,078,895.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				12,380,701.00		11,784,231.00
b. Step & Column Adjustment				103,870.00		93,658.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(700,340.00)		920,945.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	12,380,701.00	-4.82%	11,784,231.00	8.61%	12,798,834.00
2. Classified Salaries						
a. Base Salaries				3,290,304.00		3,093,867.00
b. Step & Column Adjustment				48,668.00		48,427.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(245,105.00)		116,716.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,290,304.00	-5.97%	3,093,867.00	5.34%	3,259,010.00
3. Employee Benefits	3000-3999	5,924,836.00	-6.21%	5,557,061.00	8.46%	6,027,005.00
4. Books and Supplies	4000-4999	1,582,949.00	-35.96%	1,013,675.00	-20.67%	804,115.00
5. Services and Other Operating Expenditures	5000-5999	2,385,244.00	-0.14%	2,381,875.00	2.05%	2,430,794.00
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	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(648,508.00)	-15.83%	(545,856.00)	-36.06%	(349,047.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		24,915,526.00	-6.54%	23,284,853.00	7.24%	24,970,711.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,764,579.00)		42,596.00		(1,891,816.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		9,968,473.89		8,203,894.89		8,246,490.89
2. Ending Fund Balance (Sum lines C and D1)		8,203,894.89		8,246,490.89		6,354,674.89
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	122,811.00		122,811.00		122,811.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	6,779,231.00		6,912,516.00		5,022,429.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,301,852.89		1,211,163.89		1,209,434.89
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		8,203,894.89		8,246,490.89		6,354,674.89
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,301,852.89		1,211,163.89		1,209,434.89
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750			0.00		0.00
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790			0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		1,301,852.89		1,211,163.89		1,209,434.89

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)
<p>B1d. 2023-24 Excluded the certificated bargaining units' settlement from 2021-22 paid in 2022-23, -\$728,718. The remainder reflect the reclassification of salaries from restricted to the unrestricted general fund, \$28,378. 2024-25 Reflect the reclassification of salaries from one-time restricted COVID funds back to the unrestricted general fund, \$920,945. B2d. 2023-24 Excluded the classified salary increase from 2021-22 paid in 2022-23, -\$228,725. The remaining balance reflect miscellaneous changes to extra and hourly assignments. 2024-25 Reflect the reclassification of classified salaries from one-time COVID funds back to the unrestricted general fund, \$116,716.</p>						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	5,403,045.00	2.60%	5,543,309.00	-71.00%	1,607,363.00
3. Other State Revenues	8300-8599	3,453,834.00	10.11%	3,803,094.00	-0.10%	3,799,243.00
4. Other Local Revenues	8600-8799	1,969,701.00	0.00%	1,969,702.00	0.00%	1,969,702.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	6,378,254.00	-1.00%	6,314,360.00	2.46%	6,469,742.00
6. Total (Sum lines A1 thru A5c)		17,204,834.00	2.47%	17,630,465.00	-21.47%	13,846,050.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,665,841.00		3,300,847.00
b. Step & Column Adjustment				45,485.00		40,956.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(410,479.00)		(1,157,199.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,665,841.00	-9.96%	3,300,847.00	-33.82%	2,184,604.00
2. Classified Salaries						
a. Base Salaries				2,459,822.00		2,333,476.00
b. Step & Column Adjustment				21,362.00		20,265.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(147,708.00)		(116,178.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,459,822.00	-5.14%	2,333,476.00	-4.11%	2,237,563.00
3. Employee Benefits	3000-3999	4,014,591.00	-5.86%	3,779,362.00	-11.86%	3,331,011.00
4. Books and Supplies	4000-4999	3,051,545.00	-20.92%	2,413,188.00	6.81%	2,577,597.00
5. Services and Other Operating Expenditures	5000-5999	4,054,075.00	1.07%	4,097,526.00	-1.79%	4,024,150.00
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	744,846.00	3.00%	767,192.00	3.00%	790,208.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	488,776.00	-19.06%	395,623.00	-49.80%	198,601.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		18,479,496.00	-7.53%	17,087,214.00	-10.20%	15,343,734.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,274,662.00)		543,251.00		(1,497,684.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,364,256.04		2,089,594.04		2,632,845.04
2. Ending Fund Balance (Sum lines C and D1)		2,089,594.04		2,632,845.04		1,135,161.04
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,089,594.04		2,632,845.04		1,135,161.04
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,089,594.04		2,632,845.04		1,135,161.04
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)
<p>B1d. 2023-24 Excluded the certificated and management negotiated settlement from 2021-22 paid in 2022-23, and the reduction of 3 Independent Study teachers. 2024-25 Reclassification of 9 certificated positions from the ESSER III grants back to the unrestricted general fund, and a reduction of two temporary management positions.</p> <p>B2d. 2023-24 Excluded the classified salary increase from 2021-22 paid in 2022-23. 2024-25 Reclassification of classified positions from the ESSER III grant back to the unrestricted general fund.</p>						

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	28,609,413.00	1.50%	29,039,954.00	-0.29%	28,955,759.00
2. Federal Revenues	8100-8299	5,449,937.00	2.57%	5,590,201.00	-70.41%	1,654,255.00
3. Other State Revenues	8300-8599	3,894,085.00	8.66%	4,231,412.00	-0.30%	4,218,584.00
4. Other Local Revenues	8600-8799	2,096,346.00	0.00%	2,096,347.00	0.00%	2,096,347.00
5. Other Financing Sources						
a. Transfers In	8900-8929	306,000.00	-100.00%	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)		40,355,781.00	1.49%	40,957,914.00	-9.85%	36,924,945.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				16,046,542.00		15,085,078.00
b. Step & Column Adjustment				149,355.00		134,614.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,110,819.00)		(236,254.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,046,542.00	-5.99%	15,085,078.00	-0.67%	14,983,438.00
2. Classified Salaries						
a. Base Salaries				5,750,126.00		5,427,343.00
b. Step & Column Adjustment				70,030.00		68,692.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(392,813.00)		538.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,750,126.00	-5.61%	5,427,343.00	1.28%	5,496,573.00
3. Employee Benefits	3000-3999	9,939,427.00	-6.07%	9,336,423.00	0.23%	9,358,016.00
4. Books and Supplies	4000-4999	4,634,494.00	-26.06%	3,426,863.00	-1.32%	3,381,712.00
5. Services and Other Operating Expenditures	5000-5999	6,439,319.00	0.62%	6,479,401.00	-0.38%	6,454,944.00
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	744,846.00	3.00%	767,192.00	3.00%	790,208.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(159,732.00)	-5.95%	(150,233.00)	0.14%	(150,446.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		43,395,022.00	-6.97%	40,372,067.00	-0.14%	40,314,445.00
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)
(Line A6 minus line B11)		(3,039,241.00)		585,847.00		(3,389,500.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		13,332,729.93		10,293,488.93		10,879,335.93
2. Ending Fund Balance (Sum lines C and D1)		10,293,488.93		10,879,335.93		7,489,835.93
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	122,811.00		122,811.00		122,811.00
b. Restricted	9740	2,089,594.04		2,632,845.04		1,135,161.04
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	6,779,231.00		6,912,516.00		5,022,429.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,301,852.89		1,211,163.89		1,209,434.89
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		10,293,488.93		10,879,335.93		7,489,835.93
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,301,852.89		1,211,163.89		1,209,434.89
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances						
(Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,301,852.89		1,211,163.89		1,209,434.89
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.00%		3.00%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
<p>a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes</p> <p>b. If you are the SELPA AU and are excluding special education pass-through funds:</p> <p>1. Enter the name(s) of the SELPA(s):</p> <hr/>						
<p>2. Special education pass-through funds</p> <p>(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)</p>						
		0.00		0.00		0.00
<p>2. District ADA</p> <p>Used to determine the reserve standard percentage level on line F3d</p> <p>(Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)</p>						
		2,110.73		2,054.01		1,997.30
<p>3. Calculating the Reserves</p> <p>a. Expenditures and Other Financing Uses (Line B11)</p>						
		43,395,022.00		40,372,067.00		40,314,445.00
<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>						
		43,395,022.00		40,372,067.00		40,314,445.00
<p>d. Reserve Standard Percentage Level</p> <p>(Refer to Form 01CS, Criterion 10 for calculation details)</p>						
		3.00%		3.00%		3.00%
<p>e. Reserve Standard - By Percent (Line F3c times F3d)</p>						
		1,301,850.66		1,211,162.01		1,209,433.35
<p>f. Reserve Standard - By Amount</p> <p>(Refer to Form 01CS, Criterion 10 for calculation details)</p>						
		0.00		0.00		0.00
<p>g. Reserve Standard (Greater of Line F3e or F3f)</p>						
		1,301,850.66		1,211,162.01		1,209,433.35
<p>h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)</p>						
		YES		YES		YES

Description	2021-22 Actual	2022-23 Budget	% Diff.
SELPA Name: West San Gabriel Valley (DY)			
Date allocation plan approved by SELPA governance:	MMM-dd yyyy		
I. TOTAL SELPA REVENUES			
A. Base Plus Taxes and Excess ERAF			
1. Base Apportionment	55,259,282.00	64,010,307.00	15.84%
2. Local Special Education Property Taxes	4,331,035.00	4,331,035.00	0.00%
3. Applicable Excess ERAF	0.00	0.00	0.00%
4. Total Base Apportionment, Taxes, and Excess ERAF	59,590,317.00	68,341,342.00	14.69%
B. Program Specialist/Regionalized Services Apportionment	1,429,842.00	1,506,052.00	5.33%
C. Program Specialist/Regionalized Services for NSS Apportionment	0.00	0.00	0.00%
D. Low Incidence Apportionment	1,627,389.00	1,626,900.00	-0.03%
E. Out of Home Care Apportionment	2,305,945.00	0.00	-100.00%
F. Extraordinary Cost Pool for NPS/LCI and NSS Mental Health Services Apportionment	0.00	0.00	0.00%
G. Adjustment for NSS with Declining Enrollment	0.00	0.00	0.00%
H. Grand Total Apportionment, Taxes and Excess ERAF (Sum lines A4 through G)	64,953,493.00	71,474,294.00	10.04%
I. Mental Health Apportionment	6,577,857.00	925,000.00	-85.94%
J. Federal IDEA Local Assistance Grants - Preschool	20,077,483.00	16,200,000.00	-19.31%
K. Federal IDEA - Section 619 Preschool	670,286.00	354,070.00	-47.18%
L. Other Federal Discretionary Grants	211,557.00	207,777.00	-1.79%
M. Other Adjustments	8,755,192.00	2,410,241.00	-72.47%
N. Total SELPA Revenues (Sum lines H through M)	101,245,868.00	91,571,382.00	-9.56%
II. ALLOCATION TO SELPA MEMBERS			
Alhambra Unified (DY00)	21,346,903.00	19,535,899.00	-8.5%
Arcadia Unified (DY03)	10,003,049.00	9,338,060.00	-6.6%
Duarte Unified (DY04)	5,873,001.00	5,373,264.00	-8.5%
El Monte City Elementary (DY05)	11,341,282.00	10,331,967.00	-8.9%
El Monte Union High (DY06)	9,702,548.00	8,232,709.00	-15.1%
Garvey Elementary (DY07)	5,646,835.00	4,607,870.00	-18.4%
Monrovia Unified (DY08)	5,966,748.00	5,325,339.00	-10.7%
Mountain View Elementary (DY09)	6,722,304.00	6,083,825.00	-9.5%
Rosemead Elementary (DY10)	2,632,276.00	2,398,541.00	-8.9%
San Marino Unified (DY12)	3,115,049.00	2,935,954.00	-5.7%
South Pasadena Unified (DY13)	5,373,356.00	4,845,874.00	-9.8%
Temple City Unified (DY14)	6,058,493.00	5,650,444.00	-6.7%
Valle Lindo Elementary (DY15)	1,136,414.00	1,058,548.00	-6.9%

Description	2021-22 Actual	2022-23 Budget	% Diff.
San Gabriel Unified (DY16)	6,327,610.00	5,853,088.00	-7.5%
Total Allocations (Sum all lines in Section II) (Amount must equal Line I.N)	101,245,868.00	91,571,382.00	-9.56%
Preparer Name:	Huy Phan		
Title:	SELPA Fiscal Director		
Phone:	(626) 310-8856		

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	(150,761.00)				
Other Sources/Uses Detail					0.00	949,340.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	83,701.00	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	67,060.00	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					289,000.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						

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					660,340.00	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						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS- THROUGH FUND								
Expenditure Detail								

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	150,761.00	(150,761.00)	949,340.00	949,340.00	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	(159,732.00)				
Other Sources/Uses Detail					306,000.00	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	83,149.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	76,583.00	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
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	306,000.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					2,457,687.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

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	2,457,687.00		
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
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS- THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail Fund Reconciliation								
TOTALS	0.00	0.00	159,732.00	(159,732.00)	2,763,687.00	2,763,687.00		

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):

2,110.73
District's ADA Standard Percentage Level: 1.0%

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 Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2019-20)	District Regular	2,363	2,362	
	Charter School	0		
	Total ADA	2,363	2,362	0.1%
Second Prior Year (2020-21)	District Regular	2,329	2,332	
	Charter School	0		
	Total ADA	2,329	2,332	N/A
First Prior Year (2021-22)	District Regular	2,332	2,331	
	Charter School	0	0	
	Total ADA	2,332	2,331	0.0%
Budget Year (2022-23)	District Regular	2,277		
	Charter School	0		
	Total ADA	2,277		

1B. Comparison of District ADA to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

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

by more than the following percentage levels:

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

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

2,110.7

District's Enrollment Standard Percentage Level:

1.0%

2A. Calculating the District's Enrollment Variances

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

Fiscal Year		Enrollment		Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
		Budget	CBEDS Actual		
Third Prior Year (2019-20)	District Regular	2,379	2,379	0.0%	Met
	Charter School	0	0		
	Total Enrollment	2,379	2,379		
Second Prior Year (2020-21)	District Regular	2,333	2,333	0.0%	Met
	Charter School	0	0		
	Total Enrollment	2,333	2,333		
First Prior Year (2021-22)	District Regular	2,293	2,293	0.0%	Met
	Charter School	0	0		
	Total Enrollment	2,293	2,293		

Budget Year (2022-23)		
District Regular		2,233
Charter School		0
Total Enrollment		2,233

2B. Comparison of District Enrollment to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

3. **CRITERION: ADA to Enrollment**

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

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

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

Fiscal Year		P-2 ADA	Enrollment	Historical Ratio of ADA to Enrollment
		Estimated/Unaudited Actuals	CBEDS Actual	
		(Form A, Lines A4 and C4)	(Criterion 2, Item 2A)	
Third Prior Year (2019-20)	District Regular	2,332	2,379	98.0%
	Charter School		0	
	Total ADA/Enrollment	2,332	2,379	
Second Prior Year (2020-21)	District Regular	2,287	2,333	98.0%
	Charter School	0	0	
	Total ADA/Enrollment	2,287	2,333	
First Prior Year (2021-22)	District Regular	2,167	2,293	94.5%
	Charter School		0	
	Total ADA/Enrollment	2,167	2,293	
Historical Average Ratio:				96.9%

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

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

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year		Estimated P-2 ADA	Enrollment	Ratio of ADA to Enrollment	Status
		Budget (Form A, Lines A4 and C4)	Budget/Projected (Criterion 2, Item 2A)		
Budget Year (2022-23)	District Regular	2,111	2,233	94.5%	Met
	Charter School	0	0		
	Total ADA/Enrollment	2,111	2,233		
1st Subsequent Year (2023-24)	District Regular	2,054	2,173	94.5%	Met
	Charter School	0	0		
	Total ADA/Enrollment	2,054	2,173		
2nd Subsequent Year (2024-25)	District Regular	1,997	2,113	94.5%	Met
	Charter School	0	0		
	Total ADA/Enrollment	1,997	2,113		

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

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

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

Explanation:

(required if NOT met)

4. CRITERION: LCFF Revenue

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

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

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

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

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

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

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

Projected LCFF Revenue

	Prior Year (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)	2,331.19	2,276.61	2,203.12	2,110.73
b. Prior Year ADA (Funded)		2,331.19	2,276.61	2,203.12
c. Difference (Step 1a minus Step 1b)		(54.58)	(73.49)	(92.39)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(2.34%)	(3.23%)	(4.19%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		27,048,171.00	28,609,413.00	29,039,954.00
b1. COLA percentage		6.56%	5.38%	4.02%
b2. COLA amount (proxy for purposes of this criterion)		1,774,360.02	1,539,186.42	1,167,406.15
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)		4.2%	2.2%	-0.2%
LCFF Revenue Standard (Step 3, plus/minus 1%):		3.22% to 5.22%	1.15% to 3.15%	-1.17% to 0.83%

4A2. Alternate LCFF Revenue Standard - Basic Aid

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

Basic Aid District Projected LCFF Revenue

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	5,567,358.00	5,567,358.00	5,567,358.00	5,567,358.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

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

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

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

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	27,048,171.00	28,609,413.00	29,039,954.00	28,955,759.00
District's Projected Change in LCFF Revenue:		5.77%	1.50%	(.29%)
LCFF Revenue Standard		3.22% to 5.22%	1.15% to 3.15%	-1.17% to 0.83%
Status:		Not Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

The \$1.6 million in additional LCFF revenue results from the budget year mega COLA of 6.56%, up 1.49% from prior year. The new LCFF method allow districts to use the greater of current year, prior year or the average of the three prior year P2 ADA, which benefit districts with declining enrollment.

5. CRITERION: Salaries and Benefits

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio	
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures	
Third Prior Year (2019-20)	19,289,029.96	21,210,498.01	90.9%	
Second Prior Year (2020-21)	18,595,569.85	20,613,448.92	90.2%	
First Prior Year (2021-22)	19,308,179.00	21,419,320.00	90.1%	
Historical Average Ratio:			90.4%	

District's Reserve Standard Percentage (Criterion 10B, Line 4):	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
		3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	87.4% to 93.4%	87.4% to 93.4%	87.4% to 93.4%

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	
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits	
	(Form MYP, Lines B1-B3)	(Form MYP, Lines B1-B8, B10)	to Total Unrestricted Expenditures	
Budget Year (2022-23)	21,595,841.00	24,915,526.00	86.7%	Not Met
1st Subsequent Year (2023-24)	20,435,159.00	23,284,853.00	87.8%	Met
2nd Subsequent Year (2024-25)	22,084,849.00	24,970,711.00	88.4%	Met

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

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

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

Explanation:
(required if NOT met)

The salaries and benefits ratio are not met due to the one-time infusion of COVID funds in the budget year, which include ESSER III and Expanded Learning Opportunity grants. The District anticipates spending down these one-time funds, which include salaries and benefits.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	4.22%	2.15%	(.17%)
2. District's Other Revenues and Expenditures			
Standard Percentage Range (Line 1, plus/minus 10%):	-5.78% to 14.22%	-7.85% to 12.15%	-10.17% to 9.83%
3. District's Other Revenues and Expenditures			
Explanation Percentage Range (Line 1, plus/minus 5%):	-0.78% to 9.22%	-2.85% to 7.15%	-5.17% to 4.83%

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

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

years. All other data are extracted or calculated.

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
----------------------------	--------	--------------------------------------	--

Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)

First Prior Year (2021-22)	5,482,058.00		
Budget Year (2022-23)	5,449,937.00	(.59%)	No

1st Subsequent Year (2023-24)	5,590,201.00	2.57%	No
2nd Subsequent Year (2024-25)	1,654,255.00	(70.41%)	Yes

Explanation:
(required if Yes)

COVID funds such as ESSER III (\$3,137,652), and the federal grants from Expanded Learning Opportunity (\$798,294) are no longer available in the second subsequent year.

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

First Prior Year (2021-22)	5,774,058.00		
Budget Year (2022-23)	3,894,085.00	(32.56%)	Yes
1st Subsequent Year (2023-24)	4,231,412.00	8.66%	Yes
2nd Subsequent Year (2024-25)	4,218,584.00	(.30%)	No

Explanation:
(required if Yes)

Prior year 2021-22 included the one-time Special Education learning recovery grants of \$217,997, the Educator Effectiveness grant of \$570,781, and the ELOP cash receipt of \$1.4 million. The two subsequent years excluded the In Person Instruction grant (\$840,128), and add on the ELOP grant of \$672 per ADA or \$1.1 million each year.

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

First Prior Year (2021-22)	2,578,758.00		
Budget Year (2022-23)	2,096,346.00	(18.71%)	Yes
1st Subsequent Year (2023-24)	2,096,347.00	0.00%	No
2nd Subsequent Year (2024-25)	2,096,347.00	0.00%	No

Explanation:
(required if Yes)

Prior year 2021-22 include the deferred revenue from the Redevelopment Agency of \$660,340 and other local cash receipts of \$15,729. The Budget Adoption does not. However, pass through funding for Special Education is projected to increase by \$245,923 in the budget year.

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

First Prior Year (2021-22)	3,161,895.00		
Budget Year (2022-23)	4,634,494.00	46.57%	Yes
1st Subsequent Year (2023-24)	3,426,863.00	(26.06%)	Yes
2nd Subsequent Year (2024-25)	3,381,712.00	(1.32%)	No

Explanation:
(required if Yes)

The budget year included a one-time Social Science textbook adoption of \$1 million, and the next two years project increase spending from the Expanded Learning programs.

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

First Prior Year (2021-22)	5,772,507.00		
Budget Year (2022-23)	6,439,319.00	11.55%	Yes
1st Subsequent Year (2023-24)	6,479,401.00	.62%	No
2nd Subsequent Year (2024-25)	6,454,944.00	(.38%)	No

Explanation:
(required if Yes)

Contract services and other operating expenditures in the budget year are projected to increase as a result of rising inflation and return to normal operation the pandemic. Spending down of one-time federal and state stimulus funds also increase the projections for this category.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change	
		Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2021-22)	13,834,874.00		
Budget Year (2022-23)	11,440,368.00	(17.31%)	Not Met
1st Subsequent Year (2023-24)	11,917,960.00	4.17%	Met
2nd Subsequent Year (2024-25)	7,969,186.00	(33.13%)	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2021-22)	8,934,402.00		
Budget Year (2022-23)	11,073,813.00	23.95%	Not Met
1st Subsequent Year (2023-24)	9,906,264.00	(10.54%)	Not Met
2nd Subsequent Year (2024-25)	9,836,656.00	(.70%)	Met

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

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

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

Explanation:

Federal Revenue
(linked from 6B
if NOT met)

COVID funds such as ESSER III (\$3,137,652), and the federal grants from Expanded Learning Opportunity (\$798,294) are no longer available in the second subsequent year.

Explanation:

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

Prior year 2021-22 included the one-time Special Education learning recovery grants of \$217,997, the Educator Effectiveness grant of \$570,781, and the ELOP cash receipt of \$1.4 million. The two subsequent years excluded the In Person Instruction grant (\$840,128), and add on the ELOP grant of \$672 per ADA or \$1.1 million each year.

Explanation:

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

Prior year 2021-22 include the deferred revenue from the Redevelopment Agency of \$660,340 and other local cash receipts of \$15,729. The Budget Adoption does not. However, pass through funding for Special Education is projected to increase by \$245,923 in the budget year.

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

Explanation:

Books and Supplies

The budget year included a one-time Social Science textbook adoption of \$1 million, and the next two years project increase spending from the Expanded Learning programs.

(linked from 6B
if NOT met)

Explanation:

Services and Other Exps

(linked from 6B
if NOT met)

Contract services and other operating expenditures in the budget year are projected to increase as a result of rising inflation and return to normal operation the pandemic. Spending down of one-time federal and state stimulus funds also increase the projections for this category.

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)

38,239,772.00

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

3% Required Budgeted Contribution¹
Minimum Contribution to the Ongoing and Major
(Line 2c times 3%) Maintenance Account Status

c. Net Budgeted Expenditures and Other Financing Uses

38,239,772.00	1,147,193.16	1,172,719.00	Met
---------------	--------------	--------------	-----

¹ Fund 01, Resource 8150, Objects 8900-8999

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

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

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

8. CRITERION: Deficit Spending

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

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

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	966,497.00	988,771.00	1,174,852.89
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	966,497.00	988,771.00	1,174,852.89
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	32,216,533.28	33,004,619.60	39,161,662.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	32,216,533.28	33,004,619.60	39,161,662.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.0%	3.0%	3.0%
District's Deficit Spending Standard Percentage Levels				
(Line 3 times 1/3):		1.0%	1.0%	1.0%

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2019-20)	700,632.17	21,960,498.01	N/A	Met
Second Prior Year (2020-21)	1,696,977.30	20,613,448.92	N/A	Met
First Prior Year (2021-22)	155,695.00	21,419,320.00	N/A	Met
Budget Year (2022-23) (Information only)	(1,764,579.00)	24,915,526.00		

8C. Comparison of District Deficit Spending to the Standard

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

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

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

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

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

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

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

District's Fund Balance Standard Percentage Level:

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance ²		Beginning Fund Balance	
	(Form 01, Line F1e, Unrestricted Column)		Variance Level	
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	Status
Third Prior Year (2019-20)	6,641,059.93	7,224,163.67	N/A	Met
Second Prior Year (2020-21)	7,338,482.67	8,115,801.59	N/A	Met
First Prior Year (2021-22)	9,292,711.24	9,812,778.89	N/A	Met
Budget Year (2022-23) (Information only)	9,968,473.89			

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

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

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

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

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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

Percentage Level	District ADA
5% or \$75,000 (greater of)	0 to 300
4% or \$75,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

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

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

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	2,111	2,054	1,997
District's Reserve Standard Percentage Level:	3%	3%	3%

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	0.00	0.00

10B. Calculating the District's Reserve Standard

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

	Budget Year (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)	43,395,022.00	40,372,067.00	40,314,445.00

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)	43,395,022.00	40,372,067.00	40,314,445.00
4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,301,850.66	1,211,162.01	1,209,433.35
6.	Reserve Standard - by Amount (\$75,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	1,301,850.66	1,211,162.01	1,209,433.35

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,301,852.89	1,211,163.89	1,209,434.89
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	1,301,852.89	1,211,163.89	1,209,434.89
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.00%	3.00%
District's Reserve Standard (Section 10B, Line 7):	1,301,850.66	1,211,162.01	1,209,433.35
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

No

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

S2. Use of One-time Revenues for Ongoing Expenditures

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

No

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

S3. Use of Ongoing Revenues for One-time Expenditures

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

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

No

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

S5. Contributions

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

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

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

District's Contributions and Transfers Standard:

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

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
---------------------------	------------	------------------	----------------	--------

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

First Prior Year (2021-22)	(6,083,767.00)			
Budget Year (2022-23)	(6,378,254.00)	294,487.00	4.8%	Met
1st Subsequent Year (2023-24)	(6,314,360.00)	(63,894.00)	(1.0%)	Met
2nd Subsequent Year (2024-25)	(6,469,742.00)	155,382.00	2.5%	Met

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

First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	306,000.00	306,000.00	New	Not Met
1st Subsequent Year (2023-24)	0.00	(306,000.00)	(100.0%)	Not Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met

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

First Prior Year (2021-22)	949,340.00			
Budget Year (2022-23)	0.00	(949,340.00)	(100.0%)	Not Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

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

No

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

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

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

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

Explanation:

(required if NOT met)

1b.

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

Explanation:

(required if NOT met)

One-time contribution from the Postemployment Benefits Fund 20.0 to the General Fund for the health and welfare cap as a result of the 2021-22 settlement.

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)

Prior year include an inter-fund transfer of \$289,000 from the Restricted Routine Maintenance account to the Deferred Maintenance Fund 14 for future major repairs and maintenance projects such as HVAC upgrade, painting, plumbing and roof repairs, and a one-time transfer to redirect the restricted Community Redevelopment Agencies deferred revenues from the General Fund to the Special Project Fund 40.1 for \$660,340.

1d.

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

Project Information:

(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

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

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

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

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

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

Yes

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

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2022-23
Leases				
Certificates of Participation				
General Obligation Bonds	various	Fund 51	Fund 51 7438, 7439	57,277,308
Supp Early Retirement Program				

State School Building Loans				
Compensated Absences				

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

TOTAL:				57,277,308

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	3,003,913	4,482,915	4,421,343	4,185,077
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	3,003,913	4,482,915	4,421,343	4,185,077
Has total annual payment increased over prior year (2021-22)?		Yes	Yes	Yes

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

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

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

On September 8, 2021, the District issued \$9.125 million in GO Bonds from Measure RS, 2014 Series B. First payment began February 1, 2022. GO bond obligations will be paid from the local residents' property tax.

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

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

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

No

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

Explanation:
(required if Yes)

[Empty text box for explanation]

S7. Unfunded Liabilities

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

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

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

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

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

Yes

- 2. For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

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

For qualified retirees with 10 years of service between 55 and 65 years of age, are offered as follows: 1) Teaching (Certificated) - a subsidy equal to the yearly single party HMO medical plan offered to the District's active employee. 2) Management(Non-Teaching) - a subsidy equal to the actual cost of the HMO or PPO, dental, and vision employee only premiums. 3) Classified (Non-Teaching) hired prior to July 1, 1995 - a subsidy equal to the actual cost of the HMO or PPO premium, up to \$1,825 per year. Classified (non-teaching) hired after this date do not have retiree coverage. Part-time qualified employee's subsidy is pro-rated based on a percent of scheduled hours worked, not less than 50% of a full-time equivalent.

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

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

	Self-Insurance Fund	Governmental Fund
	0	1,705,624

4. OPEB Liabilities Data must be entered.

a. Total OPEB liability	5,757,005.00
b. OPEB plan(s) fiduciary net position (if applicable)	5,757,005.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	0.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	Jun 30, 2021

	Budget Year	1st Subsequent Year	2nd Subsequent Year
5. OPEB Contributions	(2022-23)	(2023-24)	(2024-25)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method			
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	157,507.00	157,507.00	157,507.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	157,507.00	157,507.00	157,507.00
d. Number of retirees receiving OPEB benefits	19.00	19.00	19.00

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

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

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

No

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

Rosemead School District does not operate a self-insurance program. The District is a member of the MERGE JPA along with three other school districts in the West San Gabriel Valley. Workers' Compensation rate and premium along with Property and Liability premium are provided annually to the districts by the MERGE JPA.

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	
b. Unfunded liability for self-insurance programs	

	Budget Year	1st Subsequent Year	2nd Subsequent Year
4. Self-Insurance Contributions	(2022-23)	(2023-24)	(2024-25)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

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

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

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

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

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

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

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	125	124	121	121

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

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement		
% change in salary schedule from prior year		

or

Multiyear Agreement

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

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

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

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

7. Amount included for any tentative salary schedule increases

	0	0	0
--	---	---	---

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

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	1,364,410	1,331,410	1,331,410
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	(1.0%)	(2.0%)	0.0%

Certificated (Non-management) Prior Year Settlements

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

Yes		
-----	--	--

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

1,120,828	0	0
-----------	---	---

If Yes, explain the nature of the new costs:

The \$1.1 million reflect prior year 2021-22 settlement, which included the 3% salary increase, a one-time 3.25% annual bonus, and an increase to the hourly rate from \$40 to \$45. The settlement raised the health and welfare cap from \$9,869.30 to \$11,000 per full time equivalent.

	Budget Year	1st Subsequent Year	2nd Subsequent Year
--	-------------	---------------------	---------------------

Certificated (Non-management) Step and Column Adjustments

	(2022-23)	(2023-24)	(2024-25)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	139,249	134,670	128,555
3. Percent change in step & column over prior year	1.2%	1.2%	1.1%

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

	(2022-23)	(2023-24)	(2024-25)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified(non - management) FTE positions	92.1	92	91.6	90.3

Classified (Non-management) Salary and Benefit Negotiations

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

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

Multiyear Agreement

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

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

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

	54,222		
	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

7. Amount included for any tentative salary schedule increases

	0	0	0
	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

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

1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	687,278	687,278	676,278
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	1.0%	0.0%	(1.0%)

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs

Yes	502,310	0	0
-----	---------	---	---

If Yes, explain the nature of the new costs:

As of budget adoption, negotiation for the classified non-management bargaining unit is pending. The budget year projection assumes the "me too" clause, with \$502,310 set aside for the prior year settlement, to reflect the 3% salary increase, the 3.25% annual bonus, and the health and welfare cap increase from \$9,869.30 to \$11,000 per full time equivalent.

Classified (Non-management) Step and Column Adjustments

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	62,675	62,169	63,028
3. Percent change in step & column over prior year	1.6%	1.6%	1.6%

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

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) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions	25.3	26.3	26.3	26.3

Management/Supervisor/Confidential

Salary and Benefit Negotiations

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

No

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

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
2.	Salary settlement:			
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
	Total cost of salary settlement			
	% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3.	Cost of a one percent increase in salary and statutory benefits	39,539		
		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
4.	Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	289,042	289,042	267,042
3.	Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4.	Percent projected change in H&W cost over prior year	4.0%	0.0%	(8.0%)

Management/Supervisor/Confidential

Step and Column Adjustments

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step and column adjustments	24,435	19,174	12,240
3.	Percent change in step & column over prior year	.8%	.6%	.4%

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are costs of other benefits included in the budget and MYPs?	No	No	No
2.	Total cost of other benefits			
3.	Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

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

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

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

Yes
Jun 16, 2022

S10. LCAP Expenditures

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

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described

in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

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

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

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

Comments:
(optional)

	<p>Dr. Maria Rios replaced Harold Sullins as the Assistant Superintendent of Administrative Services in August 2021.</p>
--	--

End of School District Budget Criteria and Standards Review

PUBLIC HEARING – RESERVE DISCLOSURE REQUIREMENT

ROSEMEAD SCHOOL DISTRICT

Rosemead, California

The Los Angeles County Office of Education Business Advisory Services department has requested that per Education Code Section 42127(a)(2)(B), the following district Reserve for Economic Uncertainties (REU) Information will be presented at a public hearing on June 16, 2022.

1. The district’s minimum required REU for the current and subsequent two years:

2022-23: \$ 1,301,853
2023-24: \$ 1,211,164
2024-25: \$ 1,209,435

2. The district’s projected assigned and unassigned ending fund balance exceeding the minimum REU, per multi-year projection (MYP):

2022-23: \$ 8,203,895
2023-24: \$ 8,246,491
2024-25: \$ 6,354,675

3. Reason for reserves in excess of minimum:

District’s reasons for carrying higher than minimum reserves include the following:

- Financial flexibility to absorb unanticipated expenditures without significant disruption to educational programs.
- Protection against exposure to significant one-time outlays such as disasters, lawsuits or material audit findings.
- Protection against the volatility of state revenues.
- Cash management to avoid the cost of borrowing and have sufficient cash to cover one month’s payroll and operating expenses.
- Protection against declining enrollment.

This is not an exhaustive list. Of all the reasons for carrying higher than minimum reserves, protecting against state revenue volatility is one of the most compelling. Most importantly, by providing a buffer from volatile state revenues, maintaining higher than minimum reserves creates a more stable educational environment for students.



XXII. C. PUBLIC HEARING - 2022-2023 Education Protection Account (EPA) Spending Plan

Quick Summary / Abstract

The Board of Trustees of the Rosemead School District will hold a public hearing before approving the Education Protection Account (EPA) Spending Plan and resolution for fiscal year 2022-2023, as required by Proposition 30, Article XIII, Section 36 of the California Constitution.

From

Maria C. Rios, Ed.D., Assistant Superintendent, Administrative Services
Suwen Su, Director, Fiscal Services

Supporting Documents



PH - EPA Funds 2022-23 Cover



PH - EPA Resolution 2022-23 Attach



PH - EPA Spending Plan 2022-23 Attach

ROSEMEAD SCHOOL DISTRICT
District Office Board Room
3907 Rosemead Blvd., Rosemead, CA 91770

ZOOM MEETING ID# 848 8259 2748 / PASSWORD: 945315

Thursday, June 16, 2022

7:30 p.m.

PUBLIC HEARING

**2022-2023 Spending Plan for the
Education Protection Account (EPA) Funds**

Pursuant to Proposition 30, Article XIII, Section 36 of the California Constitution, the Board of Trustees will hold a public hearing to solicit the recommendations and comments from member of the public regarding the proposed use of Proposition 30 revenues on Teachers' Salaries for Fiscal Year 2022-2023 prior to adoption.

ROSEMEAD SCHOOL DISTRICT
Rosemead, California

RESOLUTION NO. 21-22/24
EDUCATION PROTECTION ACCOUNT (EPA) FUNDS
2022-2023 FISCAL YEAR

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

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

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

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, County Offices of Education, charter schools and Community College districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a Community College district, County Office of Education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the Board of Trustees of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the Board of Trustees;

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

WHEREAS, each Community College district, County Office of Education, school district and charter school shall annually publish on its internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

Resolution No. 21-22/24
Education Protection Account Funds
Members, Board of Trustees
June 16, 2022

WHEREAS, the annual independent financial and compliance audit required of Community College districts, County Offices of Education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by Community College districts, County Offices of Education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the Board of Trustees of the Rosemead School District;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the Board of Trustees of the Rosemead School District has determined to spend the monies received from the Education Protection Act as attached.

ADOPTED, this 16th day of June 2022, by the Board of Trustees of the Rosemead School District of Los Angeles County, by formal vote as follows:

Votes:

Ayes _____ Nays _____ Abstain _____ Absent _____

**ROSEMEAD SCHOOL DISTRICT
BOARD OF TRUSTEES**

Nancy Armenta
President, Board of Trustees

Ronald Esquivel
Clerk, Board of Trustees

Rosemead School District
2022-23 Education Protection Account

Expenditures through: June 30, 2023
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
LCFF Sources	8010-8099	\$5,780,941
Federal Revenue	8100-8299	
Other State Revenue	8300-8599	
Other Local Revenue	8600-8799	
All Other Financing Sources and Contributions	8900-8999	
Deferred Revenue	9650	
TOTAL AVAILABLE		\$5,780,941
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	\$5,780,941
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	
AU of a Multidistrict SELPA	2200	
Instructional Library, Media, and Technology	2420	
Other Instructional Resources	2490-2495	
School Administration	2700	
Pupil Services		
Guidance and Counseling Services	3110	
Psychological Services	3120	
Attendance and Social Work Services	3130	
Health Services	3140	
Speech Pathology and Audiology Services	3150	
Pupil Testing Services	3160	
Pupil Transportation	3600	
Food Services	3700	
Other Pupil Services	3900	
Ancillary Services	4000-4999	
Community Services	5000-5999	
Enterprise	6000-6999	
General Administration	7000-7999	
Plant Services	8000-8999	
Other Outgo	9000-9999	
TOTAL EXPENDITURES AND OTHER FINANCING USES		\$5,780,941
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

In accordance with the Proposition 30 annual reporting requirement
Public Hearing Date: June 16, 2022
Board Approval Date: June 23, 2022