Posted June 23, 2023
Revised June 26, 2023

# West Park Elementary School District

Board of Trustees
Special Meeting

Computer Center
West Park School District
2695 S. Valentine
Fresno, CA 93706

*Wednesday, June 28, 2023*
*5:30p.m.*

**In compliance with the Americans with Disabilities Act**, if you need special assistance to access the meeting room or to otherwise participate in this meeting, including auxiliary aids or services, please contact Erin Pereira at (559) 233-6501. Notification by noon on the Friday preceding the board meeting, or at least 48 hours prior to the meeting, will enable the Governing Board to make reasonable arrangements to ensure accessibility to the meeting.

Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 2695 S. Valentine, Fresno, CA 93706, during normal business hours. Public writings related to regular meeting open session agenda items distributed less than 72 hours in advance of a board meeting will be made available to the public at the time the document is distributed to the majority of the board.

The District welcomes Spanish and other language speakers to Board meetings. Anyone planning to attend and needing an interpreter should call (559) 233-6501, 48 hours in advance of the meeting, so arrangements can be made for an interpreter. *El Distrito da la bienvenida a las personas de hable hispana a las juntas de la Mesa Directiva. Si planea asistir y necesita interpretación llame al (559) 233-6501, 48 horas antes de la junta, para poder hacer arreglos de interpretación.*

Community members have two opportunities to address the Board of Trustees. ***While the Board's meeting will be available for the public to view live online to the full extent possible (absent technical difficulties), public comments during the Board meeting must be made in person.*** If you wish to address the Board on an agenda item, please do so when that item is called. Presentations will be limited to a maximum of three (3) minutes. Time limitations are at the discretion of the President of the Board.

Individuals have an opportunity to address the Board during the Period for Public Discussion on topics within the subject matter jurisdiction of the Board **not** listed on this agenda. If you wish to speak on an item not on the agenda, please fill out a request form and turn it in to the clerk prior to the meeting. You will be called upon to make your comments under "Comments

from the Public". Comments will be limited to three (3) minutes, with a total of twenty (20) minutes designated for this portion of the agenda. If you have questions on school district issues, please submit them in writing. The Board will automatically refer requests to the Superintendent.

# AGENDA

## I. OPENING BUSINESS

A. Call Public Session to Order
B. Roll Call: Fernando Alvarez ___ Aida Garcia ___ Araceli Lopez ___
Ezekiel Rodriguez ___ Mark Vivenzi___
C. Pledge of Allegiance
D. Adopt Agenda

## II. PUBLIC COMMENT PERIOD

Public Comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board may limit comments to no more than three (3) minutes pursuant to Board Policy. Public comment will also be allowed on each specific agenda item prior to Board action thereon.

Norms

We will be conducting this meeting with the following norms; we will

1. Communicate in a positive and appropriate manner
2. Be respectful in word and deed
3. Listen to understand
4. Be prepared to contribute and participate positively
5. Be supportive.

These are norms employed by our District and will be upheld to ensure a productive meeting.

## III. PUBLIC HEARING

A. Public Disclosure of AB1200 of cost of proposed Collective Bargaining Agreement between WPECA and WPESD for 2023-2024

B. Public Disclosure of the Initial Sunshine Proposal for CSEA Chapter #843 2023-2024 school year successor agreement (Pursuant to government Code section 3547)

C. Public Disclosure of the Initial Sunshine Proposal for WPESD to CSEA chapter #843 2023-24 school year successor agreement (Pursuant to government Code section 3547)

## IV. CONSENT CALENDAR

Items listed under the Consent Calendar are considered to be routine and are acted on by

the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Calendar. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent Calendar approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

A. Routine business transactions:
   Title: Inter-district Transfers
      1. Transfer # 2023-07-01
      2. Transfer # 2023-07-02
      3. Transfer # 2023-07-03
      4. Transfer # 2023-07-04
      5. Transfer # 2023-07-05

## V. ACTION ITEMS

1. APPROVAL: 2023-2024 LCAP Elementary
2. APPROVAL: 2023-2024 LCAP Charter
3. APPROVAL: 2023-2024 Budget WPESD
4. APPROVAL: 2023-2024 Local Indicator Report Elementary
5. APPROVAL: 2023-2024 Local Indicator Report Charter
6. APPROVAL: LCAP Federal Addendum
7. APPROVAL: Collective Bargaining Agreement between WPECA and WPESD for the 2023-2024 School Year
8. APPROVAL: Agreement with Avaya Communications for Intercom Repair
9. APPROVAL: Agreement with Maxim Healthcare Services
10. APPROVAL: Agreement with Fresno County Superintendent of Schools for Parent Training
11. APPROVAL: Agreement with AmeriCorps tutoring agreement with WPESD for the 2023-2024 School Year
12. APPROVAL: Resolution from 2022-2023 of Interfund Transfers
13. APPROVAL: Authorized Signature Permit
14. APPROVAL: Agreement with Ro's Precise Painting and Powder Coating, Inc. for Exterior Painting of Portable Structures at WPES
15. APPROVAL: Updated WPESD Calendar for the 2023-2024 school year

## VI. PUBLIC COMMENT PERIOD RE: CLOSED SESSION ITEMS

General public comment on any closed session item that will be heard. The Board may limit comments to no more than three (3) minutes pursuant to Board policy. Following public comment on closed session agenda items, the Board will immediately recess into closed session.

VII. **CLOSED SESSION**

A. Public employee appointment/employment
(Government Code Section 54957(b))
Title: Charter School Spanish Teacher
Title: Multiple Subject Teacher
Title: English Teacher

VIII. **REPORT OF ACTIONS TAKEN IN CLOSED SESSION**

IX. **ADVANCED PLANNING**

A. Regular Board meeting: July 10, 2023

X. **ADJOURNMENT**

# PUBLIC COMMENT PERIOD

# PUBLIC HEARING

**ITEM:** AB1200 Disclosure of Collective Bargaining Agreement - WPCA

**PRESENTER:** Jordan Soliz, Director of Business Services

**DATE:** 06.28.23

**BOARD DECISION:** Request for Approval

This is request for approval of AB1200 Disclosure of Collective Bargaining Agreement between WPESD and West Park Elementary Certificated Association (WPECA) for the 2023-2024 Fiscal Year.

# WEST PARK SCHOOL DISTRICT

2695 S Valentine Ave Fresno, CA 93706
Tel 559-233-6501 Fax 559-497-1944
www.westpark.k12.ca.us
Dr. Brian Clark Superintendent

## NOTICE OF PUBLIC HEARING
## OF THE WEST PARK ELEMENTARY SCHOOL DISTRICT

The West Park Elementary School District gives notice that a Public Hearing will be held as follows:

**Dates:** Wednesday, June 28, 2023

**Time:** 5:30 p.m.

**Location:** Hybrid (in-person and virtual)

This public hearing will be conducted in-person at the West Park Elementary School District Computer Center, 2695 S. Valentine Ave, Fresno, ca 93706 and viewable online.

**Topic of Hearing:**

- AB1200 Disclosure of Collective Bargaining Agreement between WPESD and the West Park Elementary Certificated Association (WPECA) for the 2022-23 Fiscal Year

- Public Disclosure of Collective Bargaining Agreement between WPECA and WPESD

**Agenda:** The meeting agenda will be available on the District's website and posted outside of the district office (2) locations at least 72-hours prior to the meeting and will include information on how members of the public may observe and provide comments during the public meeting.

**Questions:** Contact Director of Business Services
West Park Elementary School District
2695 S. Valentine Ave
Fresno, Ca 93706
Email: Jordan_s@wpesd.org

BOARD OF TRUSTEES
Aida García, President | Araceli Lopez, Clerk | Fernando Alvarez | Ezekiel Rodríguez | Mark Vivenzi

# DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

SCHOOL DISTRICT West Park ESD

BARGAINING UNIT Certificated

PERIOD OF AGREEMENT FY 2023-2024

DATE OF PUBLIC MEETING June 22, 2023

*Government Code Section **3547.5**: Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction.*

*The superintendent of the school district and chief business official shall certify in writing that the costs incurred by the school district under the agreement can be met by the district during the term of the agreement. This certification shall be prepared in format similar to that of the reports required pursuant to Sections **42130 and 42131** of the Education Code and shall itemize any budget revision necessary to meet the costs of the agreement in each year of its term.*

*If a school district does not adopt all the revisions to its budget needed in the current fiscal year to meet the costs of a collective bargaining agreement, the county superintendent of schools shall issue a qualified or negative certification for the district on the next interim report pursuant to Section **42131** of the Education Code.*

Intent of the Legislation: To insure the members of the public are informed of the major provisions of a collective bargaining agreement **BEFORE** it becomes binding on the school district; make available to the public and governing board, a copy of the proposed agreement prior to the day of the meeting.

## STATUS OF BARGAINING UNIT/EMPLOYEE AGREEMENTS

Indicate whether Bargaining Units are settled or not settled.

| | SETTLED or NOT SETTLED | NUMBER OF EMPLOYEES REPRESENTED |
|---|---|---|
| CERTIFICATED: | Settled | 21 El/11 Chrtr/2 Spc Srv |
| CERTIFICATED MANAGEMENT: | Not Settled | 0 |
| CERTIFICATED CONFIDENTIAL: | Not Settled | 0 |
| CLASSIFIED: | Not Settled | 0 |
| CLASSIFIED MANAGEMENT: | Not Settled | 0 |
| CLASSIFIED CONFIDENTIAL: | Not Settled | 0 |
| OTHER: | Not Settled | 0 |

The proposed agreement covers the period beginning July 1, 2023 and ending June 30, 2024

## TOTAL COST INCREASE OF PROPOSED AGREEMENT IN PRESENT AND FUTURE YEARS

Indicate the costs of salary and benefit increases that would be incurred under the agreement for the **CURRENT** and **TWO SUBSEQUENT** fiscal years.

| TYPE OF COMPENSATION | Current FY: 2023-24 | FY 2024-25 | FY 2025-26 | CUMULATIVE COST CURRENT YEAR & TWO SUBSEQUENT YEARS |
|---|---|---|---|---|
| Salary Cost Increase | 0.00 | 0.00 | 0.00 | 0.00 |
| Benefit Cost Increase | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Compensation Costs | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL COST OF SETTLEMENT | $0.00 | $0.00 | $0.00 | $0.00 |
| Total % Increase | 6.00% | 0.00% | 0.00% | 6.00% |
| Cost of 1% Increase | 44,871.57 | 42,583.29 | 39,787.50 | $127,242.36 |

# DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

## SOURCE OF FUNDING

1) Identify the source(s) of funding for the CURRENT year.

General Fund Unrestricted, Charter Unrestricted and Child Development NOTE: Increases included in 2023/24 July Adopted Budget

2) If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in the next TWO SUBSEQUENT years? (i.e., What will allow the district to afford this contract?)

General Fund Unrestricted, Charter Unrestricted and Child Development. On-going LCFF Funding and Child Devlopment Funding

3) If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effect in meeting obligations.)

N/A

4) What contingency language is included in the proposed agreement? Include specific areas identified. (i.e., reopeners, applicable fiscal years, and specific contingency language)

For FY 2023/2024 only. Contract will reopen for FY 2024/2025

5) Will this agreement create, increase, or decrease deficit financing in the current or two subsequent year(s)? Deficit Financing is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No financing will be needed to fund this increase

6) Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievances procedures, etc.

No other major provisions were included

# DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

## OTHER PROVISIONS

OTHER COMPENSATION: Off-schedule stipends, bonuses, etc.

Stipend Schedule was updated with current priorities of the unit and district

NON-COMPENSATION: Grievance procedures, staff development days, teacher prep times, etc.

N/A

## IMPACT ON CURRENT FISCAL YEAR

Determine the impact of the proposed agreement on the General Fund budget in the CURRENT year. (TOTAL OF RESTRICTED AND UNRESTRICTED)

| RECOMMENDED RESERVES 5.00% | Column 1 | Column 2 | Column 1 minus Column 2 |
|---|---|---|---|
| REVENUE/EXPENDITURES and OTHER USES/SOURCES | Board Approved Budget After Settlement | Board Approved Budget Before Settlement | Total Impact On the Budget |
| Operating Revenues | 6,138,761.00 | 6,138,761.00 | - |
| Operating Expenditures | 7,617,476.00 | 7,617,476.00 | - |
| Operating Surplus / (Deficit) | (1,478,715.00) | (1,478,715.00) | - |
| Other Sources & Transfers In | - | - | - |
| Other Uses & Transfers Out | - | - | - |
| Change in Fund Balance | (1,478,715.00) | (1,478,715.00) | - |
| Beginning Balance | 5,173,220.47 | 5,173,220.47 | - |
| Ending Balance | 3,694,505.47 | 3,694,505.47 | - |
| Total Reserve Amounts | 1,313,424.47 | 1,313,424.47 | - |
| Nonspendable/Restricted/Committed/Assigned | 2,381,081.00 | 2,381,081.00 | - |
| Reserve for Economic Uncertainties | - | - | - |
| Unassigned/Unappropriated | 932,550.67 | 932,550.67 | - |
| Total Fund Balance | 3,313,631.67 | 3,313,631.67 | - |
| Total Unrestricted Reserves | 1,313,424.47 | 1,313,424.47 | - |
| State Recommended Reserves | 380,873.80 | 380,873.80 | - |

# DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

## CERTIFICATIONS

The above information summarizes the financial implications of the proposed agreement. This information will be publicly disclosed in accordance with the requirements of **AB2756** before being submitted to the Governing Board for ratification.

In accordance with the requirements of the Government Code Sections **3547.5**, the Superintendent and Chief Business Official hereby certify that the District can meet the costs incurred under the proposed Collective Bargaining Agreement.

| | |
|---|---|
| District Superintendent (Signature) | Date |
| Chief Business Official (Signature) | Date |

In accordance with the requirements of the Education Code Section **42142**, I hereby certify that any budget revisions that are necessary to fulfill the terms of the agreement in the current year will be submitted to the county superintendent within 45 days of the adoption of this Collective Bargaining Agreement. I further acknowledge that if the necessary budget revisions are not adopted, the county superintendent shall issue a qualified or negative certification for the District on the next interim report pursuant to Government Code Section **3547.5(c)**.

| | |
|---|---|
| Chief Business Official (Signature) | Date |

# COLLECTIVE BARGAINING AGREEMENT

BY AND BETWEEN WEST

PARK ELEMENTARY SCHOOL DISTRICT

AND

WEST PARK ELEMENTARY CERTIFICATED ASSOCIATION

**July 1, 2023**
**to**
**June 30, 2024**

## Table of Contents


| | | |
|---|---|---|
| Article 1- | Agreement | 3 |
| Article 2- | Recognition | 4 |
| Article 3- | Negotiation Procedures | 6 |
| Article 4- | Leaves | 7 |
| Article 5- | Retiree Medical | 14 |
| Article 6- | Hours | 15 |
| Article 7- | Teacher Observations/Evaluations | 17 |
| Article 8- | Compensation | 20 |
| Article 9- | Health and Welfare Benefits for Full Time Faculty Members | 23 |
| Article 10- | Grievance Procedures | 25 |
| Article 11- | Reassignments | 28 |
| Article 12- | Association Rights | 30 |
| Article 13- | District Rights | 32 |
| Article 14- | Class Size | 33 |
| Article 15- | Calendar/Work Year | 34 |
| Article 16- | Terms and Reopeners | 35 |
| Article 17- | Professional Development/Additional Duty | 36 |

Appendix A- Certificated Salary Schedules **2023-2024**

Appendix B- Stipend Payments

Appendix C- Teacher Observation and Evaluation Forms

## Article 1 - Agreement

**1.1** The articles and provisions of this Agreement constitute a bilateral and binding agreement between the Governing Board of the West Park Elementary School District (hereafter called "District") and the West Park Elementary Certificated Association (hereafter called "Association"), a faculty member organization.

**1.2** This Agreement is entered into pursuant to Chapter 10.7, Section 3540-3549 of the Government Code.

**1.3** Any and all conditions of employment and employee compensation/benefits known or unknown to the Association before its formation, shall remain in effect unless altered by this Agreement.

**1.4** This Agreement shall only be applicable to District employees who were employed by the District on January 1, 2018 or after.

## Article 2 - Recognition

**2.1** The Board recognizes the Association as the exclusive representative of the District's certificated faculty members. The certificated bargaining unit includes all Classroom Teachers, Resource Teachers, Special Education Teachers, Supplemental Instructional Support Teachers, and Teachers on Special Assignment including interns STSP and PIPS. The bargaining unit excludes all administrative, supervisory, managerial, and confidential faculty members and the following positions: Social Workers, Intervention Specialists, Preschool Teachers, Substitute Teachers, and West Park Charter Academy Teachers.

**2.2 New Employee Orientation / Association Membership Dues and Payroll Deductions**

The District shall notify the Association, in writing, of all new hires within thirty (30) days after the initial hire date. The information provided shall contain name, job title, work location, work, home, and personal cellular phone numbers, personal email on file with the District and home address. Notwithstanding the foregoing, District shall not disclose the home phone number and/or home address of any employee who submits a written request that such information remain private. The District shall provide a list of all previously stated information for all employees working for the District in the covered classifications at least once every 120 days (July 31, November 30 and March 31 of every year), with the exception of home address and home phone numbers of those employees who have requested in writing that their home address and home phone numbers remain private.

When a new employee orientation is scheduled, the Association will receive an invitation to such orientation at least ten (10) days in advance of the scheduled date of orientation, unless there is an unforeseeable urgent need requiring a shorter notice period, pursuant to California Government Code section 3556. The District will allow the Association to meet with new employees hired into the bargaining unit for a total of thirty (30) minutes during the employee orientation. Should the orientation process occur when school is not in session, the Association shall have access to the new employee during regularly scheduled work time, when school is in session, for the purpose of the new employee orientation for a period of thirty (30) minutes.

Payment of dues shall be by payroll deduction after the District receives written authorization from the Association to make these deductions. Payroll deductions for new members authorizing dues deduction will become effective as follows: If the Association notifies the District that it has received authorization for dues deduction from an employee (1) by the first of the month, dues deduction will begin in the payroll for that month; (2) after the first of the month, dues deduction will begin in the payroll for the following month. District shall remit collected dues to the Association on a monthly basis.

Employee requests to cancel dues deductions must be directed to the Association, rather than the District. The Association shall process these requests and inform the District in writing regarding any employee revoking their authorization for dues deduction within 2 working days. If the Association notifies the District that an employee has revoked his/her authorization for dues deduction (1) by the first of the month, dues deduction will cease in the payroll for that month; (2) after the first of the month, dues deduction will cease in the payroll for the following month.

The Association hereby certifies that it has and will maintain individual bargaining unit member written authorizations. Upon ratification and finalization of this Agreement, the Association shall certify to the District in writing which bargaining unit members have completed and signed written authorization(s) for the District to deduct Association membership dues from their paycheck(s). The Association agrees to timely furnish any information needed by the District to fulfill the provisions of this Article. The District shall rely on the information provided by the Association regarding whether deductions for the Association are properly authorized, revoked, and/or changed. If a dispute arises regarding the existence or terms of a written authorization relating to a bargaining unit member, the Association shall promptly provide the District with a copy of the written authorization in dispute.

In accordance with Education Code section 45060, the Association agrees to indemnify and hold harmless the District, its Board of Trustees, each individual member of the Board of Trustees, and all administrators and employees of the District from all claims, demands, costs, lawsuits, liabilities, and other expenses, including, but not limited to, attorney's fees and costs, that may arise out of or by reason of any deduction(s) made by the District pursuant to this Article in reliance on information provided by the Association to the District.

**Article 3 - Negotiation Procedures**

**3.1** All Parties shall make reasonable efforts to commence bargaining in a timely fashion given all external circumstances. Any agreement reached between the parties shall be reduced to writing and signed by the parties.

**3.2** The District and the Association may discharge their respective duties required by this Agreement by means of authorized officers, individuals, representatives or committees.

**3.2.1** Either party may utilize the services of outside consultants to assist in the negotiations.

**3.3** Negotiations shall take place at mutually agreeable times and places.

**3.4** The Association shall designate up to three (3) faculty member representatives who shall receive reasonable amounts of release time, without loss of compensation, to attend negotiation sessions.

## Article 4 - Leaves

### 4.1 Definition of Immediate Family

For purposes of this Article, "immediate family" means the mother, father, grandmother, grandfather or grandchild of the faculty member or of the spouse of the faculty member, and the spouse, son, son-in-law, daughter, daughter-in- law, brother, brother-in-law, sister and sister-in-law of the faculty member (to include step relatives of the faculty member), or any relative living in the immediate household of the faculty member.

### 4.2 Sick leave

Full-time faculty members are entitled to 77.5 hours (10 days @ 7.75 hours per day) of leave with full pay per year for the purposes of personal illness or injury. Part-time faculty accrue sick leave on a pro-rata basis.

Sick leave shall be credited to the faculty member on the first day of duty of the school year. Unused sick leave days shall be accumulated from year to year with no limitation.

**4.2.1** If a pattern of misuse develops such as, consistently taking sick days to extend vacation time, the District may require a faculty member to produce verification of illness or injury.

**4.2.2** Teachers shall notify District of his/her need to use sick leave no later than 6:00 a.m. on the day sick leave will be taken to allow the District time to arrange for a substitute.

### 4.3 Extended Illness Leave

**4.3.1** When a faculty member is absent due to illness or injury and has exhausted all available sick leave(s) and continues to be absent due to illness or injury the faculty member may utilize extended illness leave for an additional period not to exceed five (5) school months. During this five (5) school months period, the District may subtract from the salary due to the faculty member the amount actually paid to a substitute employed to fill the position during the absence or, if no substitute is employed, the amount that would have been paid to a substitute had one been employed.

**4.3.2** A faculty member shall not be provided more than one five (5) school month extended illness leave period per illness or injury. However, if a school year terminates prior to the exhaustion of the one five (5) school month period, the faculty member may take the balance of the one five (5) school month period in the subsequent school year for the same illness or injury.

**4.3.3** Prior to returning to work from the extended illness leave, a faculty

member must provide a physician's release verifying the faculty member's illness and the faculty member's fitness to return to duty.

**4.3.4** If the faculty member is not able to return to work after exhausting all paid leaves, the faculty member may request additional leave from the Board or shall be placed on the reemployment list for 24-months for probationary employees or 39-months for permanent employees.

## 4.4 Personal Necessity Leave

Leave that is credited or accumulated under section 4.2-Sick Leave may be used, at the teacher's election, for purposes of personal necessity; provided that use of such personal necessity leave does not exceed 54.25 hours in any school year.

Purposes and/or reasons for which Personal Necessity Leave may be used shall include the following:

1. Death of a member of the immediate family. Use of Personal Necessity Leave for this purpose shall occur after the full amount of Bereavement Leave time as provided in the section Bereavement Leave has been utilized.
2. Accident involving the teacher's person or property or the person or property of a member of his/her immediate family.
3. A serious illness of a member of the employee's immediate family.
4. An employee's appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or other order.
5. Pressing personal business of a serious nature which the employee cannot take care of outside the teacher's working hours. (Such leave will be for matters that cannot be postponed to non-work time and for which scheduling is not within the control of the teacher).
6. Participation in school or day care activities of employee's child, or legal ward as evidenced by a court order. Such leave must be approved by the District in advance.

Before the utilization of Personal Necessity leave a teacher must provide at least forty-eight (48) hours notification to the appropriate management person and receive verification of approval except for items 1 through 3 listed above in this section to allow the District time to arrange for a substitute. Should the circumstances outlined in items 1 through 3 above arise, the employee shall make every effort to comply with District procedures to enable the District to secure a substitute teacher.

Under all circumstances a teacher shall verify in writing that the Personal Necessity leave was used only for purpose(s) asserted by the teacher in accordance with the provisions in this section. A teacher will be subject to appropriate discipline if the Personal Necessity leave was used for purposes other than asserted by the teacher.

## 4.5 Family and Medical Leave

An eligible faculty member shall be entitled to up to twelve (12) work weeks of unpaid leave within a twelve-month (12) period for family and medical reasons to the extent provided by the Federal Family and Medical Leave Act of 1993 ("FMLA") and the California Family Rights Act ("CFRA"). The Acts and their pertinent regulations shall govern the interpretation of Family and Medical Leaves and the following:

**4.5.1** A faculty member is eligible if he/she has been employed by the District for at least twelve (12) months and has served at least one thousand, two hundred and fifty (1250) hours.

**4.5.2** Family and Medical Leave shall be available for the following purposes:

**4.5.2.1** For the birth of the faculty member's child.

**4.5.2.2** Placement of a child with a faculty member for adoption or foster care.

**4.5.2.3** To care for the faculty member's child, spouse, or parent with a serious health condition.

**4.5.2.4** For a faculty member's own serious health condition that keeps the faculty member from performing his/her essential job functions.

**4.5.3** Family and Medical Leave will run concurrently with other paid and unpaid leaves.

**4.5.4** A faculty member may be required to provide a valid verification whenever a serious health condition of the faculty member or his/her family member is the reason for the leave.

**4.5.5** Where advance notice is possible, a faculty member must provide twenty (20) work days advance written notice of the need for the leave. If the need for the leave is unforeseen, written notice must be given as soon as possible. Failure to provide advance written notice may delay the granting of leave.

**4.5.6** A faculty member taking Family and Medical Leave will continue to participate in the District-provided health plan under the same terms and conditions and co-payments that applied prior to the first day of the faculty member's leave.

**4.5.6.1** If the faculty member fails to return from the leave for any reason other than the recurrence or continuance of the serious health condition, the faculty member will be liable to the District for premiums paid for maintaining the faculty member's health coverage.

**4.5.6.2** A faculty member may, at his or her own expense, participate in all other faculty member benefit plans offered by the District

during the leave so long as the faculty member make all payments in advance and meets all other requirements imposed by the District's benefit providers.

## 4.6 Bereavement Leave

A faculty member shall be entitled to a maximum of three (3) days paid leave of absence, or five (5) days paid leave of absence if out-of-state travel is required, in the event of death of an immediate family member. This leave is for the purpose of arranging and attending the memorial service, and dealing with necessary business of the deceased immediately following the death. Additional days of absence may be provided under Personal Necessity Leave.

## 4.7 Pregnancy Disability/Maternity Leave

**4.7.1** A faculty member who must be absent from teaching because of her pregnancy, childbirth, miscarriage and recovery there from shall use her sick leave and extended illness leave for such purposes.

**4.7.1.1** The faculty member shall provide a written statement from her health care provider regarding the necessity for pregnancy disability leave and the length of such leave.

**4.7.2** A faculty member may request leave of absence for the purpose of maternity or paternity leave, as defined in Cal. Ed. Code Section 44977.5. This leave shall be for a maximum of twelve (12) weeks after the conclusion of pregnancy disability leave or within twelve (12) months of the birth or adoption whichever is later. The faculty member may elect to utilize sick or extended illness leave during this leave period. If no accumulated sick or extended illness leave is available to the faculty member, the faculty member shall receive differential pay, consistent with Cal. Ed. Code Sec. 44977.5. The faculty member may elect to take unpaid leave during this leave period.

**4.7.3** A faculty member on maternity or paternity leave as described in 4.7.2 above, who has utilized all accumulated sick and extended illness leave, shall be permitted to complete the twelve (12) week maternity or paternity leave period. The faculty member shall receive differential pay, consistent with Ed. Code Sec. 44977.5 for the remainder of the leave period.

**4.7.4** Any faculty member who's maternity or paternity leave as described in 4.7.2 and 4.7.3 above, is not exhausted at the school year's end, may complete the remainder of the leave period at the beginning of the following school year.

## 4.8 Jury Duty or Court Appearance

If a faculty member is called to jury duty, he/she shall receive the difference between his/her regular salary and any jury fees he/she receives for the period of

jury duty. Days of absence because of jury duty shall not have an adverse effect on a faculty member's attainment of tenure or advancement on the District's salary schedule.

A court appearance leave shall be granted when a faculty member is subpoenaed to appear as a witness, other than a litigant, or to respond to an official order from another governmental agency for reasons not brought about through the actions or misconduct of the faculty member. The faculty member shall receive the difference between his/her regular earnings and any witness fees he or she receives.

Prior to taking jury duty or court appearance leave, a faculty member must give the District as much advance notice as possible of the leave, and must provide written verification to District regarding such leave(s).

## 4.9 Military Leave

A faculty member shall be entitled to any military leave provided by law and shall retain all rights and privileges granted by law arising out of the exercise of military leave.

## 4.10 Catastrophic Leave

When an employee or a member of his/her family experiences a catastrophic illness or injury which requires the employee to take time off from work for an extended period of time, and the employee has exhausted all available sick leave and other paid time off, he/she may request donations of accrued vacation or sick leave credits.

In making such a request, the employee shall provide verification of the catastrophic injury or illness. Verification shall be made by means of a letter, dated and signed by the sick or injured person's physician, indicating the incapacitating nature and probable duration of the illness or injury.

Upon determination that the employee is unable to work due to his/her own or a family member's catastrophic illness or injury, any other employee, upon written notice to the Governing Board, may donate accrued vacation and/or sick leave credits to the requesting employee. Donations shall be at a minimum of eight hours, and in hour increments thereafter. Catastrophic leave donations shall be strictly voluntary.

To ensure that employees retain sufficient accrued sick leave to meet their own needs, donors shall not reduce their accumulated sick leave to fewer than 77 hours.

All transfers of eligible leave credit shall be irrevocable.

The employee who is the recipient of the donated leave credits shall use those credits within 12 consecutive months.

An employee who receives paid catastrophic leave shall use any leave credits that he/she continues to accrue on a monthly basis before receiving paid catastrophic leave.

## 4.11 Industrial Accident and Illness Leave

Industrial accident and illness leave shall be granted for illness or injury incurred within the course and scope of a faculty member's assigned duties as determined by the Workers' Compensation Appeals Board.

**4.11.1** A faculty member who has sustained a job-related injury shall report the injury on the District accident report form within twenty-four (24) hours, whenever possible, to the immediate supervisor. The faculty member shall report any illness on the District form to the immediate supervisor within twenty-four (24) hours, whenever possible, of the knowledge that the illness is an alleged industrial illness.

**4.11.2** Allowable leave shall be for not more than sixty (60) days during which the schools of the District are required to be in session or when the faculty member would otherwise have been performing work for the District in any one (1) fiscal year for the same illness or accident.

**4.11.2.1** Allowable leave shall not be accumulated from year to year.

**4.11.2.2** Industrial accident or illness leave shall commence on the first day of absence.

**4.11.2.3** Industrial accident or illness leave shall be reduced by one (1) day for each day of authorized absence regardless of a temporary disability indemnity award.

**4.11.2.4** When an industrial accident or illness leave overlaps into the next fiscal year, the faculty member shall be entitled to only the amount of unused leave due for the same illness or injury.

**4.11.2.5** Any faculty member receiving benefits as a result of this Section shall, during periods of injury or illness, remain within the State of California unless the District authorizes travel outside the State.

**4.11.3** During any industrial paid leave of absence, the faculty member shall receive temporary disability indemnity checks. The District, in turn, shall issue the faculty member's appropriate salary warrants for payment of the faculty member's salary and shall deduct normal retirement, other authorized contributions, and the temporary disability indemnity, if any, actually paid to and retained by the faculty member for periods covered by such salary warrants.

**4.11.4** Upon conclusion of this industrial paid leave, a faculty member may utilize

any available sick leave benefits providing that any sick leave utilization, when combined with any temporary disability indemnity, shall not exceed one hundred percent (100%) of the faculty member's normal compensation.

**4.11.5** A faculty member shall be permitted to return to service after an industrial accident or illness only upon the presentation of a release from the authorized workers' compensation physician certifying the faculty member's ability to return to his/her position classification without restrictions or detriment to the faculty member's physical and emotional well-being. Leave taken under this Section shall run concurrently FMLA/CFRA.

## 4.12 Other Leaves

The Board of Trustees may grant other leave, either paid or unpaid, when circumstances warrant at the discretion of the Board.

**Article 5 - Retiree Medical**

**5.1** Any member of the Association seeking retirement shall be eligible for retiree medical subject to the following:

A. The faculty member's age plus the faculty member's total number of full time years of employment, in a certificated position with the District, must total at least 83 or higher (Age + Full Time Years of Service = 83 or Higher). A full-time year is defined as being in active duty, full time, paid status for more than seventy-five percent (75%) of the days in a school year.

B. The request to participate in the program must be made in writing and submitted to the Superintendent prior to February 1st, of the retirement year. Accompanying the application shall be a letter of resignation to become effective at an agreed upon date if the application is accepted. (Special circumstances beyond the February 1st date may be applied by the District).

The District will review all applications and make the selection of the applicants. The District's decision shall be final.

Participants in the program shall be eligible for continued district paid health insurance at the same cost as other District certificated employees inclusive of the District CAP as received in the current contract. If allowed by the District's insurance carrier, a participant may continue coverage for his/her spouse/dependents on the insurance program at the participant's own expense.

An eligible faculty member's retiree medical benefits stated herein shall remain in effect from the date of retirement until any of the following occurrences:

A. The retiree fails to pay any applicable costs.
B. The retiree reaches the age 65 or whenever he/she becomes eligible for Government sponsored medical insurance.
C. The retiree dies.

## Article 6 - Hours

### 6.1 Work Day

A work day for all grade levels shall consist of seven and three quarters (7.75) hours, which includes a duty-free lunch. A duty day shall be from 7:30 a.m. - 3:15 p.m.

**6.1.1** The starting time for all faculty members shall be 7:30 a.m. The ending time for all faculty shall be 3:15 p.m.

**6.1.1.1** The starting and ending times for the student school day are listed below:

TK- Grade 8 8:00 AM to 2:45 PM

**6.1.1.2** The duty day for faculty members are listed below:

TK-Grade 8 7:30 AM to 3:15 PM

**6.1.2** All faculty members shall attend Back-to-School Night, Open House Night, and Graduation. Faculty members may be excused from attending these events for the following reasons: death of an immediate family member, illness or serious injury of the faculty member or the faculty member's immediate family member, or with prior approval from the District, pressing personal business of a serious nature which the faculty member cannot take care of at a different time, including the graduation ceremony of the faculty member's immediate family member.

**6.1.3** Individual Education Plan (IEP) meetings will be attended by faculty members of whom the IEP student receives instruction. All efforts will be made to schedule these meetings during the work day.

6.1.3.1 Teachers who attend IEP meetings that extend past the duty day or are scheduled outside the duty day hours shall be paid at overtime rate for time worked, rounded up to the nearest quarter of an hour. The overtime rate will be calculated by taking the employees annual salary plus any longevity pay earned in the school year, divided by the number of duty days in the year, divided by 7.75, multiplied by time and one half.

**6.1.4** As a professional educator, faculty may be expected to attend faculty meetings, parent meetings, parent teacher conferences, and meetings with administrators that occur outside the normal work day.

## 6.2 Elementary and Middle School Work Schedule

Except when assigned to supervise students as set forth below, faculty members in grades TK- 8 will receive a minimum of thirty (30) minutes prep time per work-day which may occur between 7:30 a.m. to 8:00 a.m. and between 2:45 p.m. to 3:15 p.m.

**6.2.1** Within their work-day, faculty members shall be required to supervise students. Supervision may include, yard, cafeteria, hallway, and classroom, and Supervision duties will be determined by the site principal. All efforts will be made to schedule supervision duties on a rotational basis.

## Article 7 -Teacher Observations and Evaluations

### 7.1 Responsibility

Evaluations are structured to maintain the quality of performance among teachers in the West Park School District, assure compliance and accountability, and to provide a historical record for the employee and the District. It is clearly understood that an observation is a coaching tool that is a part of the evaluation. A single observation does not constitute a comprehensive evaluation. The evaluation itself is a quality performance measure.

Evaluation and assessment of the performance of teachers shall be made on a continuing basis as follows:

1. At least one each school year for probationary personnel
2. At least every other year for personnel with permanent status.
3. At least once every five years for personnel with permanent status, at least ten years of service to the District, are highly qualified (as defined by applicable law), if the personnel occupy positions that are required to be filled by a highly qualified professional under applicable law, and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree. The certificated employee or the evaluator may withdraw consent at any time. (E.C. 44664 sub 3).

Teachers shall be observed and evaluated by a District approved evaluator, **who shall schedule such observation with the subject teacher at least seven (7) calendar days in advance. Observers will make reasonable efforts to choose a time that is mutually agreeable.**

Observations:
A formal and informal observation is scheduled for approximately 30 minutes in length. Along with the observations, the evaluator may use data collected throughout the year by way of "walk-through" strategies to provide more feedback to the teacher.

Structured feedback to a teacher regarding an observation shall be within one week of the dated observation.

Evaluation:
Evaluations shall be conducted in accordance to Education Code Section 44660 et seq.

The evaluator is required to sit down and review evaluative information with the teacher. If more than one deficiency in a main topic area is recorded, then the evaluator shall make recommendations to improve the performance and to assist the teacher.

If the teacher disputes any portion of his/her formal evaluation, he/she may

prepare a written statement in accordance with law and policy, which shall be attached to the evaluation and include in the teacher's personnel file.

Evaluations made pursuant to this section, shall be reduced to writing and transmitted to the teacher consistent with the provisions of Education Code Section 44663 not later than thirty (30) days before the last day scheduled on the adopted calendar for the school year in which the evaluation takes place.

Classroom teachers shall not participate in the evaluation of other assigned teachers.

All employees are subject to annual evaluations. If a scheduled evaluation is not conducted, then the process may be carried to the following school year.

(See attached Appendix C: Observation form and Evaluation form).

PERSONNEL FILES

A teacher may inspect and acquire copies of materials in his/her personnel file at reasonable intervals and at reasonable times consistent with the provisions of California Labor Code section 1198.5. The review shall take place upon written authorization by the teacher, a representative may review said personnel file or accompany the teacher in such a review. Materials which may be excluded from inspection shall include ratings, reports, or records which:

1. Were obtained prior to the employment of the teacher;

2. Were obtained in connection with promotional examination and other materials which may, by law, be excluded.

Information of a derogatory nature shall not be entered into a teacher's personnel file unless and until the teacher is given notice and an opportunity to review and comment on that information. The teacher shall have the right to enter, and have attached to any derogatory statement, his or her own comments. The review shall take place during normal business hours and the employee shall be released from duties for this purpose without salary reduction. (See California Education Code, section 44031). A teacher has ten (10) days as defined in 10.4.1 to respond in writing to derogatory information prior to it being placed in the teacher's personnel file.

Materials placed in a teacher's personnel file shall be dated and signed by the person who prepared or caused the placement of such materials.

Teachers' personnel files shall be kept confidential in accordance with applicable law and regulations (subject to District board review). Access to such files shall be restricted accordingly.

Each teacher's personnel file shall be kept in the central administrative office of the District.

Only the evaluated employee, his representative as specified above, the confidential district office staff, administration, legal quorum of the School District Board at a close session meeting of personnel reasons, and the District's legal counsel shall have access to personnel files.

Evaluation File

The District **shall** keep a site working file for the purpose of collecting information both positive and negative to assist in completing the employee's evaluation. The evaluation file will be maintained in the office of the Learning Director and will be secured from unauthorized persons. **Any documents that are corrective in nature that are below a letter of reprimand in severity, will be placed in this file instead of the employees personnel file.**

The District will use a standardized Review Form to compile both work recognition and corrective actions relating to an employee. Review Forms relating to corrective action(s) will not be placed in the employee's personnel file but may be referred to in a Written Reprimand.

Written Reprimands shall be issued by the Superintendent's designee after reviewing the facts and circumstances upon which the Written Reprimand is based, and after consulting with the Superintendent. A Written Reprimand shall be signed by the Superintendent indicating that he/she reviewed the Written Reprimand. Written Reprimands shall be placed in the employee's personnel file. The employee shall have ten (10) days, as defined in 10.4.1 to issue a rebuttal in writing. Refer to California Education Code 44031.

## Article 8 - Compensation

**8.1 Salary Schedule/Schedule Placements.** The certificated salary schedule, **effective as of July 1, 2023, for the 2023-24 school year is** attached hereto as Appendix A.

**8.2. Payment.** The annual salary for faculty members shall be divided into twelve (12) equal payments and shall be payable on the last day of each month.

**8.3 Rules for Placement and Advancement on the Certificated Salary Schedule**

**8.3.1 Initial Placement (Hired after ratification of this Agreement.)**

**8.3.1.1** Upon initial employment by the District, a faculty member will be placed on the Certificated Salary Schedule (Appendix A) based upon the provisions of this section.

**8.3.1.2** Evaluation of units related to education, degrees, credentials and previous experience for salary schedule placement shall be made by the Superintendent or Superintendent's designee.

**8.3.1.3** To verify initial salary schedule educational column placement, letters of verification of experience and official transcripts of college units shall be submitted within 30 days of acceptance of the offer of employment. Failure to comply shall result in a salary schedule placement according to existing verification on file with the District for the remainder of that school year. If failure to receive the above verification(s) by the District is beyond the teacher's control, the teacher shall remain at his /her tentative placement until verification is received by the District.

**8.3.1.4** In order to determine step placement, Teachers who are employed by the District for the first time and who have previous K-12 public school teaching experience, which required a credential, shall be granted one (1) step increase for purposes of initial placement on the salary schedule for every one (1) year teaching experience outside the District, up to a maximum of 15 years. —

**8.3.1.5** During periods when hiring new teachers is difficult, if the District determines it is necessary and funding is available, the District may offer a one-time bonus for purposes of recruiting.

**8.3.1.6** Any fully credentialed faculty member who has less than thirty (30) units shall be placed on the Certificated Salary Schedule at CRED LESS THAN 30 units, step one (1), unless experience results in a higher step per 8.3.1.4. The teacher shall then remain frozen at the assigned column CRED LESS THAN 30 until such time as he/she has earned thirty (30) approved units beyond the teacher's Bachelor's degree.

8.3.1.7 Any non-fully credentialed teacher i.e., those serving on

Internships, Short Term Staff Permits (STSPs), Provisional Internship Permits (PIPs), waivers, etc. shall be placed at NON CRED, step one (1) as identified on the salary schedule (Attachment A).

**8.3.1.8** Upon completion of his/her credential and thirty (30) approved units beyond the teacher's Bachelor's degree, at the beginning of the next school year, the teacher will receive credit for prior experience with the District at one step per year up to a maximum of three (3) years of credit. Upon completion of a teacher's credential and thirty
(30) units, the highest step the teacher will advance the following school year will be BA+30 step 4.

### 8.3.2 Advancement

**8.3.2.1** Except as set forth in 8.3.1.7, vertical advancement on the salary schedule shall be based on years of teaching experience in the District at a rate of one step per year and according to the salary schedule (Appendix A). For purposes of salary schedule advancement, teaching experience is defined as being in active duty paid status for more than seventy-five percent (75%) of the days in a school year.

**8.3.2.2** All units to be used for salary schedule educational column advancement must be upper division or graduate units from an accredited college. A course grade of at least a "C," or "P," (in a pass/fail system), must be obtained for advancement.

**8.3.2.3** Hours applicable for educational column advancement are semester hours. Quarter hours shall be converted to semester hours by multiplying the total of such hours by two-thirds (2/3).

**8.3.2.4** Written notice of intent to advance to the next educational column must be presented to the Superintendent/ designee by March 31st. After March 31st, said intent will be at the discretionary acceptance of the Superintendent/ designee.

**8.3.2.5** Acceptable evidence of actual completion of all units in the form of official college transcripts shall be submitted to the Superintendent/ designee by September 1st. If there are circumstances beyond the teacher's control which prevent the teacher from obtaining official college transcripts by the September 1st deadline, a transcript waiver may be submitted. The deadline to submit transcripts as indicated on the transcript waiver will be extended to September 30th. Advancement from one educational column to the next will not prevent step advancement for an additional year of completed service to the District.

**8.3.2.6** Part-time faculty members shall receive placement and be provided advancement on the salary schedule in conformance with all these rules. Actual compensation, however, shall be a percentage of the amount shown at

the teacher's placement level based upon the proportion of the F.T.E. assigned.

## 8.4 Longevity Pay

Longevity pay shall be paid to certificated teachers as described on the Certificated Salary Schedule (Appendix A).

## 8.5 Special Education Stipend

Special Education teachers employed by the District may request up to two special education stipend days to perform special education related work. If requested by a special education teacher and approved by the District, special education teachers employed by the District shall be paid a special education stipend calculated at the applicable daily rate based upon the special education teacher's salary, not to exceed the equivalent to two day's pay calculated at the special education teacher's daily rate. In addition, SPED Teachers will receive a stipend per year. (See Appendix B)

## Article 9- Health and Welfare Benefits

**9.1 Health and Welfare Benefits for Full Time Faculty members.**

**9.1.1** The District shall provide full-time faculty members and their eligible dependents plan options through California's Valued Trust ("CVT), including medical, dental, vision, and life insurance.

**9.1.2** All full-time faculty members must select benefit plans from among the plan options allowed by the District and its providers. All full time faculty members must adhere to all requirements imposed by the District's benefit providers as those requirements may change from time-to-time. Plan rates shall be forwarded to the Association once they become available to the District.

**9.2 Payment of Health and Welfare Benefits.** The District's maximum contribution toward the cost of providing unit members and their eligible dependents with health, dental and vision insurance is as follows or whatever the District provides to its classified employees, whichever is greater:

**–Effective July 1, 2023: $13,000.**

**9.3 IRS Section 125 Plan.** The District shall offer an IRS Section 125 Cafeteria Plan. The District's Section 125 Plan shall include a Premium Only Payment Plan and Flexible Spending Accounts ("FSA") for reimbursement of eligible medical care, dependent care and other authorized expenses. Faculty members shall be allowed all elections permitted by law and the District's adopted Plan, as IRS Section 125 Plan requirements and applicable laws may change from time-to- time.

**9.4 Tax/Retirement Consequences.** Neither the District nor the Association makes any representation or warranty with respect to the tax or retirement consequences of any elections made by individual faculty members. Neither the District nor the Association shall be liable for any tax or retirement consequences of elections made by unit members.

**9.5 Health Savings Accounts.** Faculty members that select qualifying high deductible plans and meet all other legal requirements shall be allowed to participate in an IRS qualifying Health Savings Account ("HSA") to the extent permitted by law and by the District's providers.

**9.6 Affordable Care Act.** No faculty member may select a benefit plan that results in the District incurring a tax, penalty or other cost under the Affordable Care Act of 2010 as amended by the Health Care and Education Reconciliation Act. The parties agree to meet and agree on the impacts of any amendments to the act.

**9.7 General Requirements.**

**9.7.1** Open enrollment for plan selection and changes will occur annually during the months of August and September. The Plan year is from October **1** to September 30.

**9.7.2** Coverage for new faculty members shall begin the first day of the month following their date of hire, provided the faculty member has worked at least ten (10) days before the new month begins.

**9.7.3** For faculty members whose employment ends during any given month, that faculty member shall continue to receive insurance coverage through the end of the month in which the termination occurs.

## 9.8 Other Benefits.

Teacher Travel: When a faculty member attends a pre-approved job related conference or workshop, the District will pay all reasonable fees (hotel, parking structure fees, etc.) and expenses (mileage, meals, etc) as determined by Board Policy. The faculty member shall receive per diem reimbursements which will be calculated at the Board approval rate for the applicable year. Original receipts received from the hotel accommodations will be submitted to the District Office for reimbursement. The District shall front the cost of accommodations for those teachers who indicate a hardship.

## Article 10 - Grievance Procedures

### 10.1 Purpose

**10.1.1** The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may arise from time to time affecting the welfare or working conditions of faculty members. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

**10.1.2** Nothing contained herein will be construed as limiting the right of any faculty member having a grievance to discuss the matter informally with any appropriate member of the administration, and to have the grievance adjusted without intervention by the Association, provided that the adjustment is not inconsistent with the terms of this Agreement.

**10.1.3** Since it is important that grievances be processed as rapidly as possible, the time limits specified at each level should be considered to be the maximum and every effort should be made to expedite the process. The time limits may, however, be extended by mutual agreement.

**10.1.4** In the event a grievance is filed at such a time that it cannot be processed through all the steps in this grievance procedure by the end of the school year, and if left unresolved until the beginning of the following school year, could result in harm to an aggrieved person, the time limits set forth herein may be reduced with the mutual consent of the parties so that the procedure may be exhausted prior to the end of the school year or as soon as is practicable.

### 10.2 Procedure

**10.2.1** Level 1-Informal Meeting. The faculty member must meet with his/her immediate supervisor within ten (10) days of the occurrence, or within ten (10) days of when the faculty member could reasonably have known of the occurrence of the act or omission giving rise to the grievance, to discuss the grievance in an attempt to resolve it informally at the lowest possible level. If the faculty member is unable to meet with his/her immediate supervisor or if grievance is not resolved at Level I, the faculty member may proceed to Level 2.

Level 2-Immediate Supervisor. Within ten (10) days of the occurrence, or within ten (10) days of when the faculty member could reasonably have known of the occurrence of the act or omission giving rise to the grievance, the grievant must present his/her grievance to the Immediate Supervisor in writing on the District provided form. The grievance shall contain a clear and concise statement of the grievance, the circumstances involved, the decision rendered at the informal conference, and the specific remedy sought.

The Immediate Supervisor shall communicate a decision to the faculty member in writing within five (5) days after receiving the written grievance. Within the foregoing time limit, either party may request a conference to discuss the grievance.

**10.2.2** Level 3-Superintendent/Designee. If the grievant is not satisfied with the decision at Level 2, the faculty member may, within five (5) days, appeal the decision to the Superintendent or his/her designee. This written appeal statement shall include a copy of the original grievance, the appeals, and the decisions rendered at the previous levels, and a clear, concise statement of the reasons for the appeal. The Superintendent or his/her designee shall communicate a written decision within five (5) days. Within the forgoing time limit, either party may request a conference to discuss the grievance.

**10.2.3** Level 4-Board. If the grievant is not satisfied with the decision at Level 3, the grievant may, within five (5) days, appeal to the Board of Trustees. The Board will schedule a meeting to hear the grievance at a regularly scheduled board meeting. At the Board meeting, the Board shall review the records and, if it finds it is necessary, shall hear additional testimony or receive additional evidence. Within fifteen (15) days after the matter has been submitted, the Board shall render its decision in writing.

The Board's decision shall be final. In the event the grievant is not satisfied with the decision of the Board, the grievant may file suit in a court of competent jurisdiction.

## 10.3 Rights of the Parties

**10.3.1** No reprisals will be taken by the Superintendent or by any member or representative of the administration or the Board against any aggrieved person because of filing a grievance.

**10.3.2** A faculty member may be represented at all stages of the grievance procedure by him/herself or, at his/her option, by a representative selected by the Association.

## 10.4 Miscellaneous

**10.4.1** For purposes of the grievance article, a "day" shall mean a day in which the central administrative office of the District is open for business.

**10.4.2** Time limits for appeal shall begin the day following receipt of a written decision by the parties involved.

**10.4.3** If a grievance arises from action or inaction on the part of a member of the administration at a level above the immediate supervisor, the grievant shall submit such grievance in writing to the Superintendent and the processing of such grievance will be commenced at Level III.

**10.4.4** When it is necessary for a representative designated by the Association to attend a grievance meeting or hearing during the day, he/she will, upon notice to his/her principal or immediate supervisor by the President of the Association, be released without loss of pay in order to permit participation in the foregoing activities. Any faculty member who is requested to appear in such meetings or hearings as a witness will be accorded the same right.

**10.4.5** All documents, communications, and records dealing with the processing of a grievance will be filed in a separate grievance file and will not be kept in the personnel file of any of the participants.

**10.4.6** Forms for filing grievances and making appeals will be prepared jointly by the Superintendent and the Association and given appropriate distribution by the Association so as to facilitate operation of the grievance procedure.

**10.4.7** Failure by a grievant to meet a deadline set forth in this Article shall terminate the grievance and the grievant shall not have a right to re-file on the same set of facts. Failure by the District to meet a deadline set forth in this Article shall give the grievant the right to proceed to the next step in the grievance process.

**10.4.8** A "grievance" is an allegation by a teacher that here has been a violation, misinterpretation, or misapplication of a provision of this collective bargaining agreement.

**10.4.9** A "grievant" may be any teacher of the District covered by the terms of this collective bargaining agreement.

## Article 11 - Reassignments

### 11.1 Definitions

**11.1.1** A reassignment is defined as a change in a faculty member's specific grade level or assignment.

### 11.2 Voluntary Reassignment

A faculty member may request a voluntary reassignment whenever a posted vacancy occurs.

**11.2.1** Teachers may initiate the reassignment by submitting a written request to the District Personnel Office.

**11.2.2** Applications for reassignment may be submitted at any time during the District's regular office hours.

**11.2.3** A reassignment application may be submitted in response to a particular opening that has been announced in the District.

**11.2.4** The administration shall post notice of all known certificated vacancies. Such notice shall be posted in designated areas at each school site and through staff email, for no shorter than 5 business days. Notices shall include the position description, grade level or subject matter assignment, closing date and credential requirements.

**11.2.5** Vacancies shall be filled as soon as possible after the closing date. Unselected applicants will be notified that they were not selected.

**11.2.6** Vacant positions in the District's faculty shall be posted internally and externally concurrently.

**11.2.7** When a vacancy occurs and two (2) or more current faculty members apply for a vacant position, all criteria, below, will be considered in selecting the individual to fill the position.

- Credentials
- Experience
- Program Need
- Seniority
- Training
- Written Performance Evaluations

## 11.3 Involuntary Reassignment

**11.3.1** No vacancy shall be filled by an involuntary reassignment if there is an acceptable qualified volunteer available except when based on program and/or educational needs of the District.

**11.3.2** Faculty Members shall be given prompt notification of their involuntary reassignment for the coming year, and, except in unforeseen circumstances, such notification shall occur by May 1st.

**11.3.3** A meeting between the faculty member and the Superintendent or his/her designee shall be held before the involuntary reassignment occurs, at which time the teacher shall be notified as to the reasons for the reassignment.

**11.3.4** All involuntary reassignments shall be for reasons based on the program needs and educational needs of the District.

**11.3.5** When filling an existing vacancy through an involuntary reassignment, the District will determine placement according to program need.

**11.3.6** The Association and the District recognize and acknowledge that school site enrollment changes and/or unanticipated, unforeseen staffing needs may necessitate the District initiation of reassignments after the May 1st date described in paragraph 11.3.2 above.

**11.3.7** The District will make a reasonable effort to avoid the need for involuntary reassignments through voluntary reassignment and outside hires.

**11.3.8** Should the District be unable to avoid such an involuntary reassignment and should such action become necessary at any time less than ten (10) days prior to the start of a school year or during the school year, the teacher being reassigned shall receive three (3) days without classroom duties in order to make proper preparation for the new classroom assignment.

## Article 12 - Association Rights

**12.1** The Association shall have the right to post notices of activities and matter of Association concern on bulletin boards designated for use by the Association in faculty workrooms, lunchrooms or areas where faculty commonly meet. The Association may use the District's faculty member mailboxes and District email, in compliance with the District's technology use policy, for communication to its members.

**12.2** Authorized representatives of the Association shall be permitted to transact official Association business and have access to District faculty on school property at reasonable times. The term "reasonable time" means faculty member's break times, duty-free lunch, and any time before and after the student day when such faculty member is present upon District property, but is not expected to be performing specifically assigned duties on behalf of the District.

**12.3** To assure safety and security of students, professional staff representatives of the Association who wish to enter the school campus during the school day shall notify the principal's office of his/her identity and his/her status as the representative of an faculty member organization. Appropriate identification and credentials may be required in instances when management does not know the individual's identity or affiliation.

**12.4** Upon request, the Association shall be provided with the following documents, which may be delivered electronically via PDF files:

- Names, addresses, telephone numbers and years of service of all faculty members, no later than September 15th of each school year.
- After presenting to the Board, one (1) copy of the J-200 budget series.
- After posting, one (1) copy of the agenda of the Board meeting and non-confidential support materials for all meetings of the Board of Trustees.
- Subsequent to a public meeting of the Board of Trustees, one (1) copy of Board minutes.

**12.5** The Association President and Vice President shall be granted three (3) days to split between them per school year to utilize for conducting Association business pursuant to Education Code section 44987(b). To utilize this leave, the Association President and/or Vice President must give two (2) days advance notification to his/her supervisor and the Superintendent or his/her designee.

**12.6** The Association shall have the right to use District facilities at reasonable hours for Association membership meetings. A reasonable time prior to using District facilities for Association membership meetings, the Association shall submit to the Superintendent or Superintendent's designee a District facilities use request form to ensure that no conflicts exist for use of facilities. At the District's discretion, the District may authorize the Association to use District equipment upon prior

reasonable written request for use in conjunction with Association membership meeting. If the Association uses any District copy machines pursuant to this section, the Association shall reimburse the District for the cost of copies made pursuant to this section at a rate of 10 cents per copy.

**Article 13 - District Rights**

1. It is understood and agreed that the District retains all of its powers and authority to direct, manage and control the District to the full extent of the law. Included in, but not limited to, those duties and powers is the exclusive right to determine its organization; direct the work of its employees; determine the time and hours of operation; determine the kinds and levels of services to be provided, and the methods and means of providing them; establish its educational policies, goals and objectives; ensure the rights and education opportunities of students; determine staffing patterns; determine the number and kinds of personnel required; maintain the efficiency of District operations; build, move, or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; contract out work; and take reasonable action on any matter in the event of an emergency. In addition, the District retains the right to hire, classify, assign, evaluate, promote, terminate, and discipline employees.

2. The exercise of the foregoing powers, rights, authority, duties and responsibilities by the District, and the adoption of policies, rules, regulations and practices in furtherance thereof, shall be in conformance with existing law and limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.

**Article 14 - Class Size**

**14.1** Class size for each grade level is defined below:

| | |
|---|---|
| Transition Kindergarten - Kindergarten | 25 |
| Grade One - Grade Three | 25 |
| Grade Four - Grade Eight | 30 |

**14.1.1** Overage is calculated based on actual enrollment on the last working day of the month. In the event a faculty member in grades listed above has more than the specified number, the District will pay the faculty member $120 per month for each additional student.

**14.1.2** The calculation will be based on a 4 week attendance month with the payment coming on the next available pay period.

## Article 15 - Calendar/Work Year

**15.1** Each year, in March, the District will establish specific calendar proposals for the following school year. These options will be reviewed by Association representatives and their choice of options and all reasonable adjustments shall be submitted to the District for consideration. The calendar will be subject to final approval and adoption by the District's Board of Trustees. Upon such approval and adoption, said calendar shall be attached and incorporated into this Agreement.

**15.2** For the **2023-2024** school year, faculty members will be required to provide a maximum of one hundred eighty-four (184) contracted work days, of which one (1) day will be teacher classroom check out day, and three (3) days will be teacher in-service and/or teacher preparation days as determined by the District.

**Article 16 - Terms and Reopeners**

**16.1** The term of this Agreement is July 1, **2023** through June 30, **2024**.

**16.2** This Agreement shall remain in full force and effect until a successor agreement is ratified.

## Article 17 Professional Development/Additional Duty

**17.1** The District determines the professional development needs for faculty members, the mode and time of delivery of professional development to faculty members.

**17.2** Prior approval must be granted by the faculty member's administrative supervisor and the Superintendent or the Superintendent's Designee prior to a faculty member attending a professional development activity. Professional development activities attended during non-duty days will not result in additional compensation for faculty members unless otherwise agreed upon by the District.

**17.3** District shall make available to each faculty member six (6) non-duty professional development days each school year. The District agrees to schedule and publish, to the Association, the dates of the six (6) days, on or before the first school day on an annual basis. If state and/or federal funding specifically earmarked for professional development is available, the number of professional development days may be increased at the District's discretion. Professional Development days shall not exceed 4.5 hours per day. Compensation for professional development days will be $200 per day attended.

17.4 The dates of Additional Duty instruction such as Fall, Winter and Spring Intercession and Summer School will be determined on or before the first school day, of the school year, on an annual basis. The District will determine which Additional Duty instruction shall occur annually. Teachers wanting to participate in providing Additional Duty instruction may volunteer to sign up. Sign-ups will be based on seniority within the District, with the most senior teacher having first choice of signing up and grade level taught.

17.5 Compensation for Additional Duty instruction listed in Section 17.4 will be at a rate of $375 for each day worked. The duty time will be for no more than 4.5 hours per day. Additional Duty instruction will have no more that twelve (12) students per teacher per class. Teachers participating in Additional Duty instruction listed in Section 17.4 which exceed twelve (12) students, shall be compensated an additional ten dollars ($10) per student, per day of instruction they provide.

## SIGNATURES

This Agreement, for the term July 1, **2023** through June 30, **2024**, was ratified by the members of the West Park Elementary Certificated Association and approved by the Board of Trustees of the West Park Elementary School District.

**FOR THE DISTRICT:**

Aida Garcia, Board President

Dr. Brian Clark, Superintendent

**FOR THE ASSOCIATION:**

Robin Johnson, President WPECA

Tony Silva, WPECA Lead Negotiator

## APPENDIX A

To be inserted by the District.

APPENDIX B

To be inserted by the District

## APPENDIX C

Teacher Observation and Evaluation Forms

**District to Insert Current Observation/Evaluation Forms Which are Status Quo from Prior CBA**

# West Park Elementary School District
## 2023-2024 Certificated Salary Schedule
## Effective July 1, 2023 to June 30, 2024
## DRAFT

Increase 6%

| STEP | NON CRED | CRED LESS THAN 30 | BA +30 UNITS | BA +45 UNITS | BA +60 UNITS | BA +75 UNITS OR MASTERS |
|---|---|---|---|---|---|---|
| 1 | 48,148.37 | 50,832.95 | 52,230.85 | 53,667.20 | 55,143.04 | 56,659.49 |
| 2 | 49,472.45 | 52,230.85 | 53,667.20 | 55,143.04 | 56,659.49 | 58,217.63 |
| 3 | 50,832.95 | 53,667.20 | 55,143.04 | 56,659.49 | 58,217.63 | 59,818.61 |
| 4 | | 55,143.04 | 56,659.49 | 58,217.63 | 59,818.61 | 61,463.61 |
| 5 | | | 58,217.63 | 59,818.61 | 61,463.61 | 63,153.87 |
| 6 | | | 59,818.61 | 61,463.61 | 63,153.87 | 64,890.59 |
| 7 | | | 61,463.61 | 63,153.87 | 64,890.59 | 66,675.08 |
| 8 | | | 63,153.87 | 64,890.59 | 66,675.08 | 68,508.65 |
| 9 | | | 64,890.59 | 66,675.08 | 68,508.65 | 70,392.63 |
| 10 | | | 66,675.08 | 68,508.65 | 70,392.63 | 72,328.42 |
| 11 | | | | 70,392.63 | 72,328.42 | 74,317.46 |
| 12 | | | | 72,328.42 | 74,317.46 | 76,361.18 |
| 13 | | | | | 76,361.18 | 78,461.12 |
| 14 | | | | | 78,461.12 | 80,618.79 |
| 15 | | | | | 80,618.79 | 82,835.80 |
| 16 | | | | | | 85,113.79 |
| 17 | | | | 78,146.98 | 80,296.03 | 87,454.42 |
| 18 | | | | | | 89,859.42 |
| 19 | | | | | | 92,330.56 |
| 20 | | | | | | 94,869.65 |

**Longevity**

Longevity pay shall be paid to certificated teachers after he/she has completed 20 years of service to the District at the rates described below:

| | | |
|---|---|---|
| 21 years of service less than 25 | 124.00 | per month |
| 25 years of service less than 30 | 155.00 | per month |
| 30 years of service or more | 220.00 | per month |

Longevity pay is stackable in that a teacher having longevity in more than one category shall receive all applicable longevity pays for a maximum of $499.00 per month.

Blue shaded area only applies to teachers previous on steps no longer available

Salary schedule based on 184 days.

**Revised 6/12/23**

**6% Increase FY 2023-24**

**BOARD APPROVED:** _____

# WEST PARK ELEMENTARY SCHOOL DISTRICT STIPEND LIST (APPENDIX B)

| ATHLETIC STIPENDS | AMOUNT |
|---|---|
| ATHLETIC DIRECTOR | $900.00 Per Semester |
| ATHLETIC COACH | $683.00 (JV & Varsity both $1155.00 per sport |
| ATHLETIC COACH GAME STIPEND | $100.00 Per Game as approved by both the Athletic Director and Administrator |
| WEEKEND TOURNAMENT TRACK Meet | $375.00 Full Day $188.00 Half Day |

* PRACTICE DATES AND SIGN IN/SIGN OUT ATTENDANCE ROSTERS TO BE SUBMITTED FOR STIPEND PAYMENT

| CURRICULAR STIPENDS | AMOUNT |
|---|---|
| INDUCTION COACH | $1,500.00 (Or Amount Designated by FCSS) Per Teacher Served |
| SATURDAY SCHOOL | $375.00 Per Day |
| PARENT CLASS LEAD | $1,178.00 Per Semester |
| HOME HOSPITAL | Overtime Rate per 6.1.3.1 |
| COMBO CLASS | $458.00 Quarterly |
| SPED | $2,000.00 per Year |
| OVERAGE | See Section 13.1.1 |

* HOME HOSPITAL STIPEND TO BE PAID FOR ALL TIME WORKED OUTSIDE THE WORK DAY AS DEFINED IN MOU ARTICLE 6.1.3.1 TRAVEL TIME TO LOCATION COUNTED TOWARD DUTY TIME IF TEACHER'S OWN VEHICLE IS USED. MILEAGE REIMBURSED BY DISTRICT AT IRS MILEAGE RATE FOR TRAVEL TO STUDENT LOCATION. TEACHER MAY GO DIRECTLY HOME FROM STUDENT LOCATION IF USING OWN VEHICLE. TIME AND MILEAGE DO NOT APPLY IF TEACHER GOES HOME FROM STUDENT LOCATION.

| CO-CURRICULAR & EXTRA-CURRICULAR STIPENDS | AMOUNT |
|---|---|
| YEARBOOK | $600.00 Per Year |
| CLUB ADVISOR | $600.00 Per Year |
| May Day Coordinator only 1 | $300.00 |
| May Day Dance Instructor - up to 6 | $458.00 Per Instructor |
| May Day Instructor Event - only up to 2 | $131.00 |
| JR. HEALTH INSTITUTE Instructor | $1602.00 per year |
| PEACH BLOSSOM Coordinator | $300.00 Per Person |
| DEBATE | $1526.00 Per Semester |
| PERFECT ATTENDANCE | $250.00 Quarterly**** |
| Class Coverage | Half day - $87.50<br>Full day - $175 per day |
| Extra Teaching Period (before school, lunch, or after school) | Overtime Rate per 6.1.3.1 |
| Cheerleading/ Pep Advisor | $600.00 Per Semester |
| Drama Coach (primary, intermediate, and upper) | $600.00 per semester |
| Science Fair Coordinator (4th-8th) | $300.00 per year |
| SSC/ELAC/DELAC Representative | $55.00 per meeting |
| Spelling Bee Coordinator | $300.00 per year |
| Red Ribbon Week Coordinator | $600.00 per year |
| Read Across America Coordinator | $600.00 per year |
| Student Council Coordinator | $600.00 per semester |
| 6th Grade Camp overnight | $150.00 per night |
| Academic Leadership (1 teacher per grade level) | $500.00 per quarter |
| Field Trip during non-contracted time | Hourly Rate |

* LESSON PLANS, EVENT/PRACTICE DATES, AND SIGN IN/SIGN OUT ATTENDANCE ROSTERS TO BE SUBMITTED FOR STIPEND PAYMENT CURRICULAR STIPENDS MUST MAINTAIN AN AVERAGE OF 10 STUDENTS FOR STIPEND PAYMENT. DISTRICT WILL REVIEW NEED FOR PROGRAM CONTINUATION ON A QUARTERLY BASIS.
* IF REQUESTED BY THE EMPLOYEE ASSIGNED A STIPEND POSITION, STIPENDS MAY BE SPLIT WITH ANOTHER EMPLOYEE AS APPROVED BY ADMINISTRATOR OR ATHLETIC DIRECTOR
***PERFECT ATTENDANCE MEANING NO ABSENCE REPORT FILED, WITH THE EXCEPTION OF JURY DUTY AND SCHOOL RELATED BUSINESS.

# WEST PARK SCHOOL DISTRICT

2695 S Valentine Ave Fresno, CA 93706
Tel 559-233-6501 Fax 559-497-1944
www.westpark.k12.ca.us
Dr. Brian Clark, Superintendent

## NOTICE OF PUBLIC HEARING
## OF THE WEST PARK ELEMENTARY SCHOOL DISTRICT

The West Park Elementary School District gives notice that a Public Hearing will be held as follows:

**Dates:** Wednesday, June 28, 2023

**Time:** 5:30 p.m.

**Location:** Hybrid (in-person and virtual)

This public hearing will be conducted in-person at the West Park Elementary School District Computer Center, 2695 S. Valentine Ave, Fresno, ca 93706 and viewable online.

**Topic of Hearing:**

- Consideration and Public Notice of the California School Employees Association (CSEA), Chapter #843 Initial Sunshine Proposal for 2023-2024 successor Agreement with WPESD, Pursuant to Government Code Section 3547.

- Consideration and Public Notice of the West Park Elementary School District's (District) Sunshine Initial Proposal for 2023-2024 successor Agreement with CSEA, Chapter #843, Pursuant to Government Code Section 3547.

**Agenda:** The meeting agenda will be available on the District's website and posted outside of the district office (2) locations at least 72-hours prior to the meeting and will include information on how members of the public may observe and provide comments during the public meeting.

**Questions:** Contact Director of Human Resources
West Park Elementary School District
2695 S. Valentine Ave
Fresno, Ca 93706
Email: tamita_b@wpesd.ws

BOARD OF TRUSTEES
Aida García, President — Araceli Lopez, Clerk — Fernando Alvarez — Ezekiel Rodríguez — Mark Vivenzi

Initial Proposal of the
California School Employees Association and its
West Park Elementary Chapter #843
to the
West Park Elementary School District
for the 2023-2024 Reopener Negotiations
June 7, 2023

**ARTICLE 7: SALARIES**
CSEA has an interest in securing a fair and equitable salary increase for all of its members.

**ARTICLE 8: HEALTH AND WELFARE BENEFITS**
CSEA has an interest in increasing the District's "CAP" Contribution to offset the rising cost of healthcare and its burden to employees.

**ARTICLE 16: EMPLOYEE SAFETY AND WORK RELATED EXPENSES**
CSEA has an interest in securing a Safety Boot and Shoe allowance for its applicable membership.

**ARTICLE 20: RETIREE HEALTH BENEFITS**
CSEA seeks to secure fair and equitable retiree health benefits for its members.

**All other provisions of the collective agreement in force to June 30, 2025 shall remain in full force and effect and shall be incorporated within the provisions of the agreement.**

# WEST PARK SCHOOL DISTRICT

2695 S Valentine Ave Fresno, CA 93706
Tel 559-233-6501 Fax 559-497-1944
www.westpark.k12.ca.us
Dr. Brian Clark, Superintendent

**West Park Elementary School District**
**Initial Sunshine Proposal to the**
**California School Employees Association, Chapter 843**

**2023-2024 Fiscal Year**

In accordance with the Collective Bargaining Agreement between the West Park Elementary School District (WPE) and California School Employees Association, Chapter 843 (CSEA). West Park Elementary School District hereby notifies CSEA of its intent to enter negotiations for the provisions in

Article 7 - Salaries

- The District seeks to discuss salary for CSEA members

Appendix – 1

Appendix – 2

The District is looking forward to again working collaboratively with CSEA negotiating in good faith and transparency with our partners in education.

BOARD OF TRUSTEES
Aida García, President — Araceli Lopez, Clerk — Fernando Alvarez — Ezekiel Rodríguez — Mark Vivenzi

# CONSENT CALENDAR

# ACTION ITEMS

**ITEM:** 2023-2024 LCAP West Park Elementary School

**PRESENTER:** Dr. Clark, Superintendent of West Park Elementary School District

**Date:** June 28th, 2023

---

Seeking board approval for the 2023-2024 LCAP from West Park Elementary School.

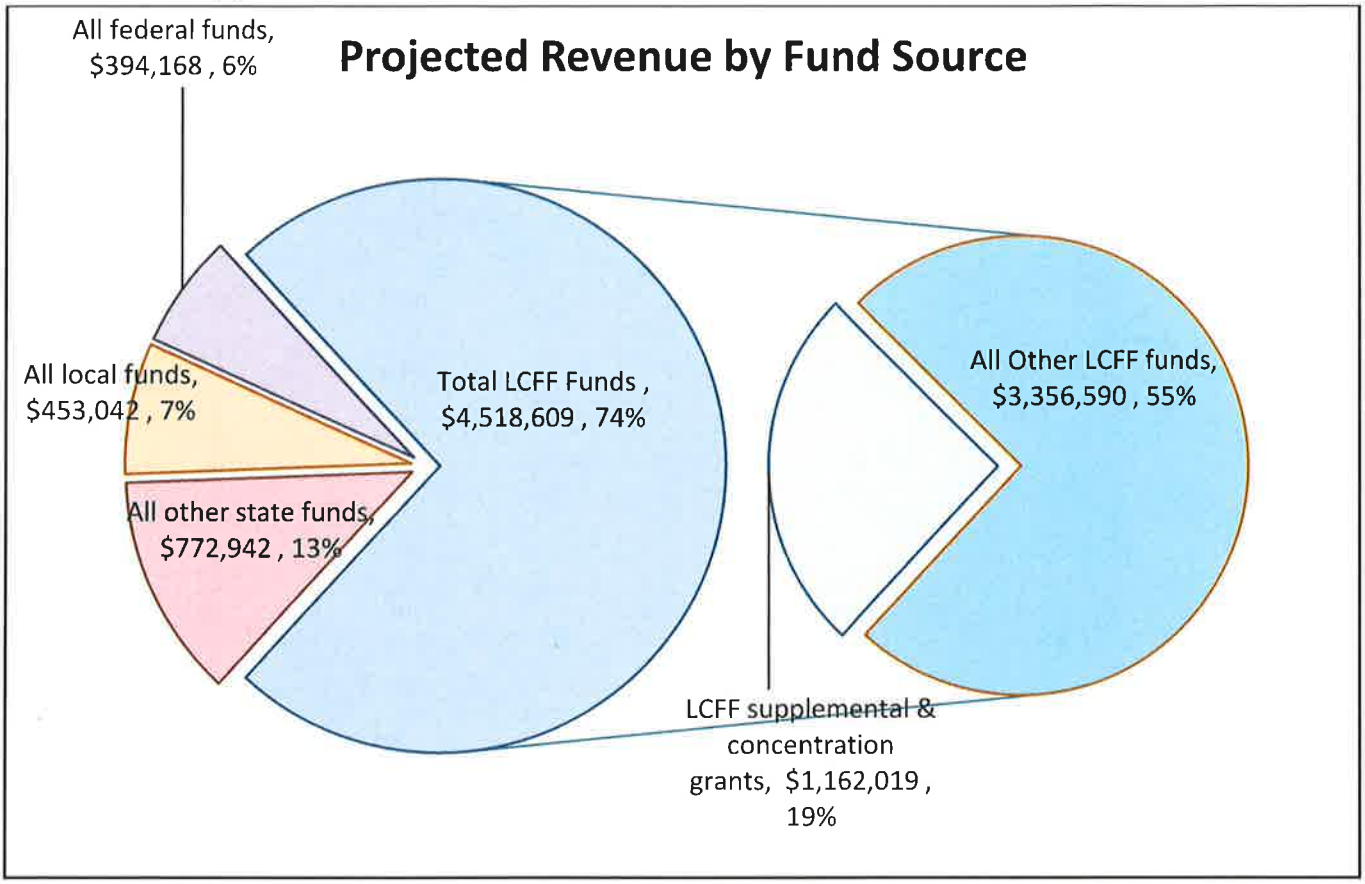
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Park Elementary School District
CDS Code: 10-62539-0000000
School Year: 2023-24
LEA contact information:
Dr. Brian Clark
Superintendent

(559) 233-6501

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 2023-24 School Year

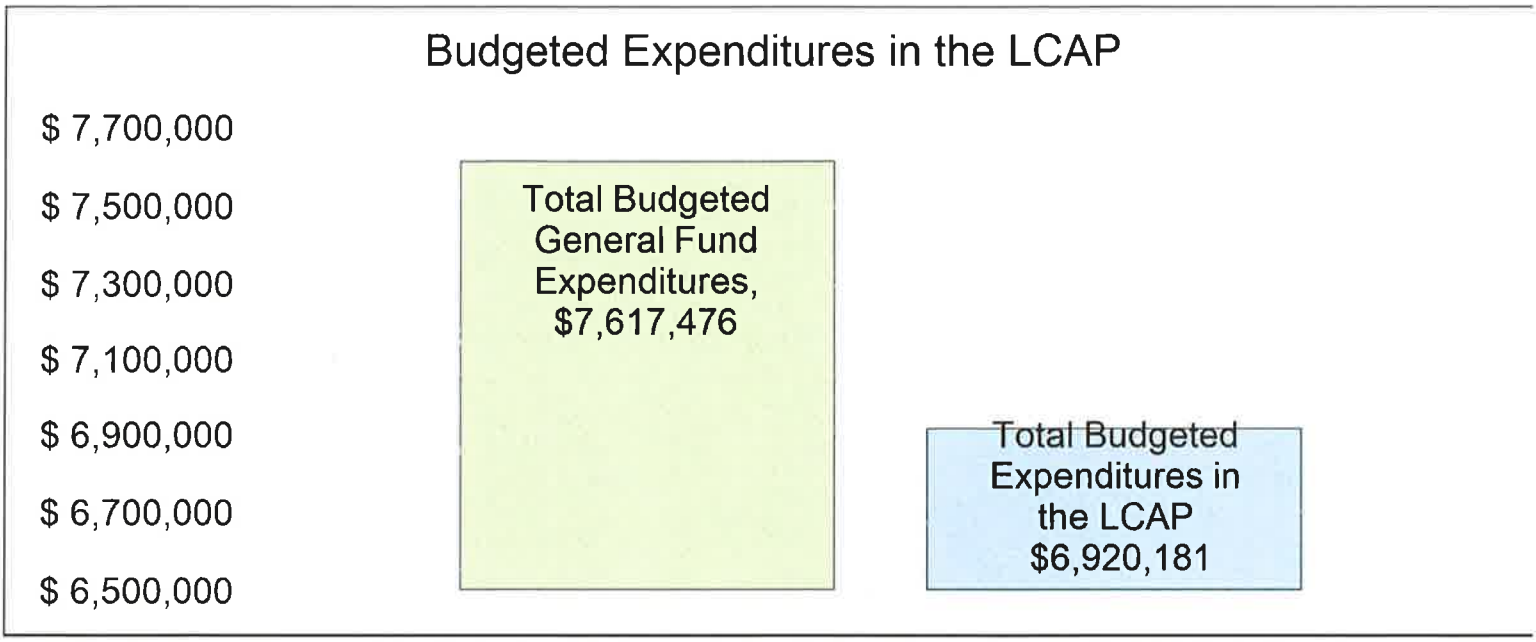



This chart shows the total general purpose revenue West Park Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for West Park Elementary School District is $6,138,761, of which $4,518,609 is Local Control Funding Formula (LCFF), $772,942 is other state funds, $453,042 is local funds, and $394,168 is federal funds. Of the $4,518,609 in LCFF Funds, $1,162,019 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much West Park Elementary School District plans to spend for 2023-24. 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: West Park Elementary School District plans to spend $7,617,476 for the 2023-24 school year. Of that amount, $6,920,181 is tied to actions/services in the LCAP and $697,295 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

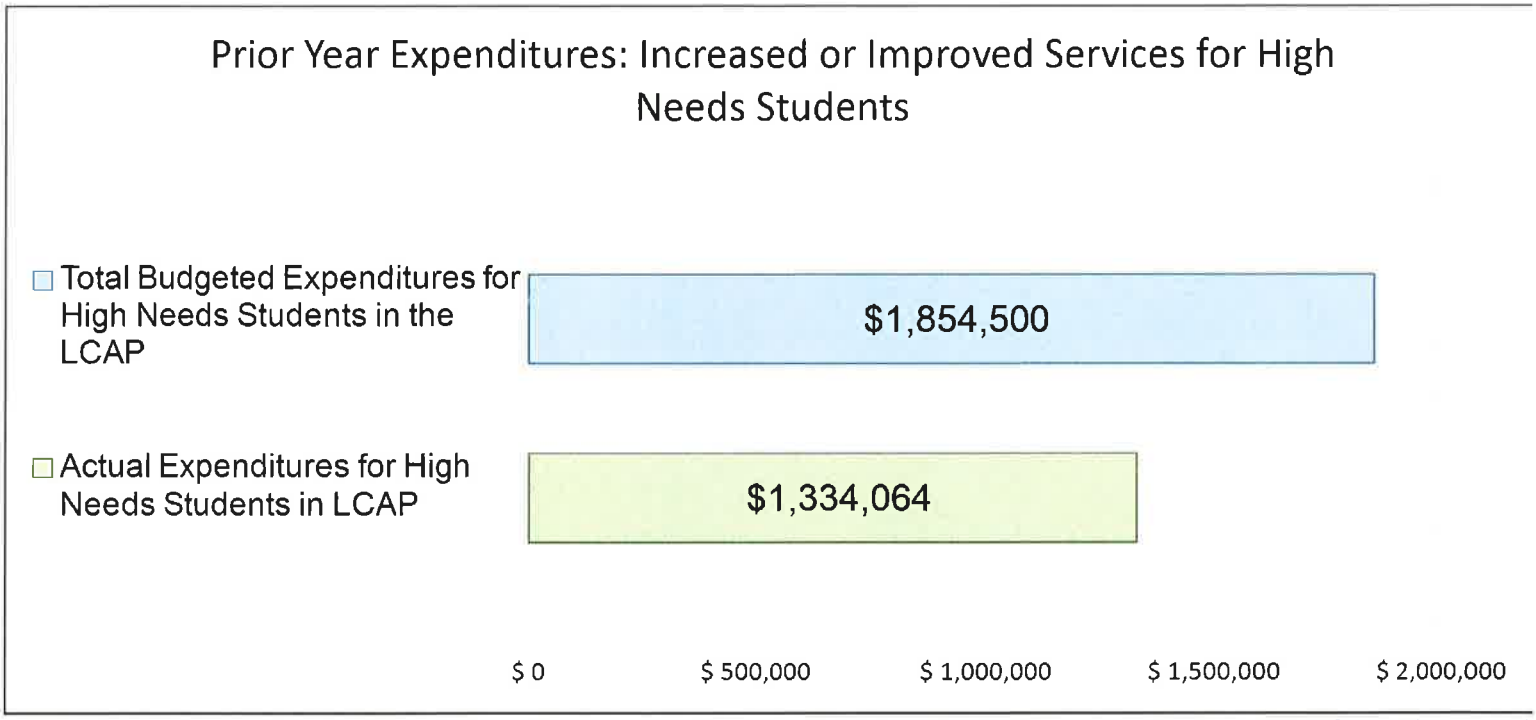
The $697K that is not included in the LCAP are expenditures related to district administration costs, utilities and other district operational costs.

# Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, West Park Elementary School District is projecting it will receive $1,162,019 based on the enrollment of foster youth, English learner, and low-income students. West Park Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. West Park Elementary School District plans to spend $2,628,348 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 2022-23




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

The text description of the above chart is as follows: In 2022-23, West Park Elementary School District's LCAP budgeted $1,854,500 for planned actions to increase or improve services for high needs students. West Park Elementary School District actually spent $1,334,064 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-520,436 had the following impact on West Park Elementary School District's ability to increase or improve services for high needs students:

There was no adverse impact on most planned actions as one time funds with time sensitivity were used to supplant a portion of the budgeted LCAP funds. The lack of qualified candidates to fill the positions of ELA and Math Instructional Specialist, and ELD Coordinator impacted the availability of additional intervention services and planned improvements to the English Leaner program. These positions are planned in the 2023-24 LCAP since the need for these additional services remains a priority.

# 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 |
|---|---|---|
| West Park Elementary School District | Dr. Brian Clark<br>Superintendent | brian_c@wpesd.org<br>(559) 233-6501 |

# Plan Summary [2023-24]

## General Information

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

Serving students since 1885, West Park Elementary School District is committed to providing quality learning opportunities customized to the needs of each learner. The well-being and safety of each student and staff member is a priority. The West Park Elementary School District serves students in prekindergarten through Grade 8 at West Park Elementary School and is the authorizer of West Park Charter Academy, a transitional kindergarten through Grade 12 public charter school. There are two charter school locations, one in Fresno, and one in Hanford. West Park Elementary School and the district offices are located in a rural 25 square-mile area southwest of the City of Fresno.

The West Park Elementary School District LCAP focuses exclusively on West Park Elementary School and is considered a single school district for the purposes of state accountability and reporting. The West Park Charter Academy is required by state law to complete a separate LCAP specific to the needs and priorities of the charter school locations which is approved annually by the authorizer.

West Park Elementary School has a student enrollment of 307 students. The student population is predominately Hispanic/Latino (79%), with 12% Asian, 7% White, and less than 1% African American. The majority of students at West Park Elementary School are from low-income families, 89% are identified as socio-economically disadvantaged. Approximately, 44% of students are English learner students, 11% are students with disabilities, 1% are homeless youth, and 1% are foster youth.

West Park Elementary School engages all learners through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments. Low student-teacher ratios and the support of additional adults on campus ensure personalized attention to the needs of each learner. The district is focused on equity through the integration of California's Social and Emotional Guiding Principles: 1) Whole child development, 2) Commitment to equity, 3) Building capacity through an intentional focus on relationship-centered learning environments, 4) Partner with families and community partnerships, and 5) Learning and continuous improvement.

Access to technology supports equitable learning opportunities by providing all students with an electronic device for use at both home and school. Teachers and student support staff are provided professional development and are encouraged to participate in learning opportunities that will enhance student learning.

The condition of school facilities impacts student success. Disparities across schools are a reality that demands attention where equitable learning opportunities are a priority. West Park Elementary School District is prioritizing facility renovations to create environments where teachers can teach to the best of their ability and students can learn to the best of their ability. Students and staff who attend and work in districts that are visually appealing, tend to value their school more. In 2023, West Park Elementary School facilities are undergoing a modernization project for the first time in decades. The project involves extensive work that will update the multi-purpose building. Improvements to the roof and ceiling are underway. The HVAC system as well as upgrades to the wiring in the multi-purpose building are paramount. New breaker boxes were installed in order to update the wiring to improve structural damage and ensure equipment safety. Other improvements include the modernization of student restrooms. Expensive investments in the restrooms will improve tile surfaces and plumbing. Classroom doors will be replaced and entries will be renovated to accommodate the new doors. The project will also entail new paint on classroom buildings and other structures which is extremely important as the paint is currently faded and chipped. The modernization project will bring much-needed improvements to West Park Elementary School District. Once the work has been completed, the overall curb appeal of West Park Elementary School will improve and the investment will have a positive impact on the culture and climate of the school.

## Reflections: Successes

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

The West Park Elementary School District 2022 California School Dashboard and local survey data provide insight into the district's success and significant needs in the areas of academics, school culture and climate, and student engagement in school.

Chronic absenteeism and the academic performance of students in English language arts and mathematics on the statewide Smarter Balanced Assessments will be addressed as an overall need in the Reflections: Identified Needs section of the LCAP.

ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

English learner students take the English Language Proficiency Assessments for California (ELPAC) to measure progress toward English language proficiency. The ELPAC has 4 levels that are divided into 6 English Learner Progress Indicator (ELPI) levels to determine whether English learner students made progress toward English language proficiency. As reported in the West Park Elementary School District 2022 California School Dashboard, 49.6% of English Learner students are making progress toward English Language proficiency. This is significantly higher than the last reported ELPI rate of 27.5% in the 2019 California School Dashboard, however, it is still below the statewide rate of 50.3% of English Learner students making progress toward English language proficiency in 2021-22. West Park Elementary School District plans to build upon this success by continuing to prioritize the academic needs of its English learner students by employing bilingual paraprofessionals to provide direct support to English Learner students and their families and by providing professional learning opportunities focused on strategies to support English learner students in learning the California content standards.

LOCAL SURVEYS

Based on the results of the 2022-23 local student survey, 85% of students who responded to the survey report they believe their teacher wants them to succeed in class. Research confirms teachers who communicate positive expectations to students through encouraging words positively impact a student's future potential. A teacher's beliefs about their student's growth potential impact not only their own actions but in turn, impact actual student growth. The power of believing that all students can learn is significant, especially for historically underserved populations.

Based on the results of the 2022-23 local parent survey, 83% of parents who responded to the survey report their child's school has created a welcoming environment for all families in the community. Research and evidence confirm that student attendance improves when a school community offers a warm and welcoming environment that engages students and families. Students are more likely to come to school when they feel safe, know that someone at the school cares about them, and are provided engaging and relevant learning opportunities. Families are more likely to make sure their children are in class every day when they know school staff are looking out for their children's best interests. The families who responded to the survey this year, which represented about 20% of parents/guardians, provide valuable insight into how West Park Elementary School can learn more about how to ensure this is the experience of every family in our community.

## 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.

2022 CALIFORNIA SCHOOL DASHBOARD

Due to the overall low performance of all student groups on the 2022 California School Dashboard, there are no student groups performing two or more levels below the "all student" group. Overall, students scored "very low" on both Academic Indicators (ELA and math), "very high" on the Chronic Absenteeism Indicator, and "high" on the Suspension Rate Indicator. As per Education Code 52064(e)(5), West Park Elementary School District is not yet required to write a specific goal to address consistently low-performing student groups. However, this

may be a requirement in future years if low performance persists. The only state indicator that helped the district remove its status as a Comprehensive Support and Intervention (CSI) school is the English Learner Progress Indicator which was discussed in the previous prompt.

Based on the performance of West Park Elementary School during the 2021-22 school year, there are two areas of state and federal accountability the district has been required to address during the 2022-23 school year. The two areas of accountability are described below:

DIFFERENTIATED ASSISTANCE

The first is Differentiated Assistance. The performance of West Park Elementary School District during the 2021-22 school year and reported in the 2022 California School Dashboard resulted in the district's eligibility for Differentiated Assistance in the 2022-23 school year. The district met the criteria for eligibility based on the performance of the English Learner, Low Income, and Hispanic student groups on the Chronic Absenteeism Indicator ("very high"), English Language Arts Academic Indicator ("very low"), and Mathematics Academic Indicator ("very low") during the 2021-22 school year. Although the Students with Disabilities and Asian student groups did not contribute to the district's eligibility status for Differentiated Assistance, these student groups also scored "very high" on the Chronic Absenteeism Indicator. As a part of the Differentiated Assistance process, district leadership has actively participated with the Fresno County Office of Education continuous improvement team to review data and delve into the root causes for low academic achievement experienced during the 2021-22 school year and high levels of chronic absenteeism that were also experienced during the 2021-22 school year.

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI)

The second is Additional Targeted Support and Improvement (ATSI). The performance of West Park Elementary School during the 2021-22 school year and reported on the 2022 California School Dashboard resulted in the school's identification as ATSI. The school met the criteria for identification as an ATSI school based on the performance of the Asian, Hispanic, Low Income, and Students with Disabilities student groups. The Asian and Students with Disabilities student group status of "very high" on the Chronic Absenteeism Indicator contributed to West Park Elementary School's identification as an ATSI school, and the Hispanic and Low Income student group status of "very high" on the Chronic Absenteeism Indicator and their status of "very low" on the Academic Indicators contributed to West Park Elementary School's identification as an ATSI school. The criteria for ATSI identification are very similar to the criteria for Differentiated Assistance, both are a result of very high levels of chronic absenteeism and very low levels of academic performance. As a requirement of ATSI schools, any resource inequities must be identified in this section and a plan to address those resource inequities must be included in the LCAP actions.

Identified resource inequities include 1) Disparities in fully credentialed teachers. Teacher turnover rates exceed neighboring school districts in Fresno County. As a result, West Park Elementary School must recruit new teachers every year. Further complicating this disparity is the labor shortage in the education market. As a result, it is often teachers new to the profession who are in the process of earning their teaching credentials who join the West Park Elementary School team. This disparity impacts students disproportionally, as some students may have access to teachers with many years of experience who are fully credentialed, while other students are served by a first-year teacher. 2) Lack of research-based instructional materials and consistency in the implementation of core academic standards. 3) Shortage of reading and math specialists. The challenge West Park Elementary School is facing with finding and hiring qualified reading and math specialists has disproportionally impacted the identified student groups including low-income students, English learner students, and students with

disabilities either because they are part of an historically underserved student population or they are a student that requires additional support to access academic standards.

CHRONIC ABSENTEEISM INDICATOR

Last year, chronic absenteeism was very high for all student groups with 53.5% of students missing at least 10% of the instructional days during the 2021-22 school year. This rate is significantly higher than the previous year at 16.3% chronically absent. The reason for this sharp increase cannot be explained completely by the impact of the pandemic since chronic absenteeism in 2020-21 was considerably less, but also impacted by the pandemic. A study of 2022-23 absence data, student surveys, student focus groups, and input collected from parents/guardians during the 2022-23 school year revealed the need for a more robust student attendance monitoring and outreach system as a root cause of the problem of high chronic absenteeism. With the establishment of appropriate and timely support for families, the barriers that led to low attendance levels can be effectively addressed and removed.

During the 2022-23 school year, a Pupil Services Specialist was hired as a first step to address high levels of chronic absenteeism whose primary focus is to establish a data monitoring system to ensure students are identified early so that appropriate support and interventions can be provided to increase school attendance. Once the individual students who struggle with regular attendance at school are identified, the next step will be to develop individualized student attendance plans. During the 2023-24 school year, a Community Engagement Specialist will be hired to work in collaboration with the Pupil Services Specialist to provide direct support to families and help them access the support they need to in turn support their child's active engagement in school. The Community Engagement Specialist will also provide a much-needed service of identifying, in partnership with families, appropriate parent education programs. Strengthening the district's School Attendance Review Team (SART) and School Attendance Review Board (SARB) processes will also help to ensure a holistic response to the causes of student truancy, rather than focusing solely on strategies that are consequential in nature or only reward the students with good attendance. The goal is to help chronically absent students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. The addition of a Board Certified Behavior Analyst (BCBA) to the team in 2023-24 will add a resource for teachers, students, and families focused on the social, emotional, and behavioral needs of students creating plans and providing direct support to improve problematic behaviors that also act as a barrier to student's regular attendance and active engagement in school.

ENGLISH LANGUAGE ARTS AND MATHEMATICS ACADEMIC INDICATORS

Student group performance on the state Academic Indicators revealed overall low and declining levels of performance as well as disparate levels of performance between students with disabilities and English Learner students and other student groups. Research supports the correlation between the increase in chronically absent students and declining performance in academics. When students are not in school, they are not provided the opportunity to learn with their teachers or their peers.

Comparison of English language arts performance from 2021 to 2022
Overall 23.5% to 17.2%
SWD 14.3% to 9.5%

Low-Income 24.0% to 16.3%
English Learners 13.1% to 7.9%
Asian 30.4% to 24.0%
Hispanic 23.4% to 17.6%
White 14.3% to 0%

Comparison of Mathematics performance from 2021 to 2022
Overall 8.3% to 8.4%
SWD 0% to 9.5%
Low-Income 8.1% to 6.8%
English Learners 1.0% to 4.5%
Asian 13.1% to 8.0%
Hispanic 7.7% to 8.5%
White 7.1% to 7.7%

The reclassification of English Learner students to fluent English proficient status is also an area of identified need and is a goal of the district's English Language Development programs. The current reclassification rate is 6.2% which is less than the reclassification rate of 14.1% in Fresno County and 14.9% statewide.

The newly created Academic Leadership Team (ALT) is a critical step to ensure distributed instructional leadership practices among teachers and engagement in continuous improvement practices focused on increasing student academic performance. The initial work of identifying the root causes of low student academic achievement has begun. Teachers have communicated the need to invest in research-based educational materials to support early reading mathematics skills including effective training for all teachers and ongoing coaching to support effective implementation of the curriculum. Paraprofessionals will be included in professional learning opportunities to strengthen their capacity to effectively support students in the classroom. The ALT will identify professional development and coaching opportunities for teachers focused on high-quality, standards-aligned differentiated instructional strategies and appropriately scaffolded lessons that meet the needs of our low-performing students, English Learner students, and students with disabilities. A renewed focus on professional learning communities during weekly early release days will provide an ongoing process in which teachers work collaboratively in recurring cycles of inquiry and action research to achieve better results for the students they serve. There is a commitment to uninterrupted English language arts and mathematics instructional blocks and one-on-one tutoring for TK through Grade 3 students in reading and math. Additional strategies added this year include a routine system for monitoring the quality of instructional time and common planning time to ensure all students have access to the content and are learning to their greatest potential.

# LCAP Highlights

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

The key features of the West Park School District LCAP include:

Goal 1 is focused on the progress and performance of all students, including unduplicated student groups (Low Income, English Learners, and Foster Youth). This goal emphasizes teacher effectiveness, the use of assessments to inform instruction, academic interventions, and the effective use of standards-aligned instructional materials.

Goal 2 is focused on a school culture where communication is valued, family partnership is a priority, and students' social, emotional, and behavioral learning and well-being are understood and effectively supported.

Goal 3 is focused on ensuring effective maintenance and improvement of facilities and operations and creating a 21st-century learning environment that promotes student and staff success.

# 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.

Not Applicable.

## *Support for Identified Schools*

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

Not Applicable.

## *Monitoring and Evaluating Effectiveness*

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

Not Applicable.

# Engaging Educational Partners

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

The West Park Elementary School administration provided many opportunities to engage with educational partners to inform the development of the 2023-24 LCAP and Local Indicators Report. All parents, including parents of unduplicated pupils, students, community members, and LEA personnel were engaged and involved in the LCAP process through informal and formal feedback including surveys, meetings, and community forums.

The district sought input from teachers during staff meetings in 2022-23.
The administration, including the dean of schools and the superintendent, provided ongoing input during the development of the LCAP.
The district sought input from the local certificated bargaining unit, (WPECA) on March 29, April 19, May 10, and June 2, 2023.
The district sought input from local CSEA beginning on January 30, 2023, and February 2, and through formal written communication on May 30, 2023.
The draft 2023-24 LCAP was presented to all educational partners on the district website for comment and suggestions from May 30 to June 23, 2023.
The Parent Advisory Committee was presented with a draft of the LCAP and provided with the opportunity to submit input during meetings held on April 20, and May 18, 2023. The district was able to answer all questions during the meeting. There were no questions formally submitted which would have required a written response from the Superintendent.
The District English Learner Parent Advisory Committee was presented with a draft of the LCAP and provided with the opportunity to submit input during meetings held on March 31 and May 18, 2023. The district was able to answer all questions during the meeting. There were no questions formally submitted which would have required a written response from the Superintendent.
The district consulted with the SELPA through attendance at its monthly meetings and individual consultation with staff. Student records for the students receiving services from FCSS were reviewed to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff and consultation with FCSS service providers, the district has ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities.

Parents and families, certificated staff, classified staff, and TK-8 grade students were surveyed from March 16, 2023, through March 24, 2023.

The public comment period took place from June 9 to June 28, 2023. The public hearing of the LCAP took place on June 12, 2023.

The LCAP was approved by the WPESD Governing Board at a special meeting on June 28, 2023, followed by the adoption of the budget. The Local Indicators Report was presented during the same meeting as a non-consent item.

Submitted to FCSS on June 29, 2023.

A summary of the feedback provided by specific educational partners.

Teachers and staff communicated the need to invest in research-based educational materials to support early reading mathematics skills including effective training for all teachers during contracted days. Teachers also communicated the need for consistent curriculum and teacher input in materials selection. Paraprofessionals need to be included in professional learning opportunities. Teachers expressed interest in utilizing some of the common planning time to provide professional development to ensure all teachers participate. Teachers shared a need for additional support staff to provide direct support to students and families as it relates to students' social, emotional, and behavioral needs. Teachers maintain an interest in reduced class size to ensure they have the time needed to work one-on-one with individual students and provide in-class interventions and support to help them access grade-level concepts and skills. The need for reading and math specialists continues as a priority. Additional paraprofessionals, especially bilingual personnel, are needed to provide direct support to students in the classroom. An EL Coordinator is needed to support the development of a comprehensive EL program. Teachers continue to advocate for enhanced stipends for additional assignments. Teachers are interested in additional education opportunities for students including art, social-emotional learning, speech/debate, robotics, student council, field trips, school assemblies, 6th-grade camp, enhanced communication in classrooms, improved campus security, and ongoing and improved professional learning opportunities.

Students expressed an interest in more club options (martial arts, art, dance, botany, crafts and creative arts, electronics, technology), instrumental music classes, sports programs including softball and baseball, school assemblies, a student council, a counselor, new and more play equipment, an improved yearbook, a revised dress code, a gymnasium, food vending machines, a fruit bar, the re-establishment of the school garden, student lockers, new furniture for classrooms, school safety equipment, a blacktop upgrade, a landscaping upgrade, and effective abatement of the rodent issue on the athletic fields.

The District English Learners Advisory Committee (DELAC) communicated a need for improved communication between the teacher and home, more tutoring services, music/art classes, dance classes, a GATE program, awards assemblies, multicultural celebrations, migrant services, available class supplies, an improved plan for student pick-up, improved food services, more and improved student play structures, additional shade structures, and additional student supervision.

The Parent Advisory Committee (PAC) communicated a need for intersessions during all the breaks including summer school, planned and on the calendar when school starts, reading and math interventions (including specialists), professional development for all teachers and paraprofessionals during the contracted day, art and music classes, more field trips, 6th-grade camp, guest speakers, career day, student clubs, assemblies, cultural awareness events and celebrations, more structured recesses and campus procedures, student government, re-establishment of a student store, enhanced mental health services, expanded sports opportunities, gymnasium, improved sports facilities, and an improved security system.

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

The specific input from each Educational Partner group is listed above. The trending aspects of each goal (as verified by the number of educational partner members who articulated this need) are:

Goal #1: (Academic Objectives) -- Educational partners focused on improved and consistent curricular resources, professional development provided by qualified experts, more co-curricular opportunities, interventions, and additional support for students who struggle.

Goal #2: (School Culture) -- Educational partners identified a need for recognition of diverse cultures in the curriculum and in school-wide events. Sufficient campus supervision and consistently implemented campus procedures are a priority of all educational partners. Opportunities for students to engage in school through co-curricular activities, clubs, field trips, and student leadership responsibilities were shared by all educational partners. The need for mental health support and social-emotional learning was consistent feedback from educational partners.

Goal #3: (Facilities Operation) -- Educational partners would like to see newer play equipment and structures. The continuation of the campus improvements that are taking place is desired by all partners. An updated security system to help ensure school safety is a universal concern of all partners.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | Improve student academic achievement for all students, including English learners, foster youth, low-income students, and students with exceptional needs. |

An explanation of why the LEA has developed this goal.

This goal provides the general guidelines and direction for the district's program for students, maximizing our use of federal, state, and local resources. This goal was developed to describe our commitment to student academic progress through contributing actions that are designed to meet the needs, conditions, and circumstances of low-income students, English learner students, and foster youth. This goal demonstrates a dedication to continuous improvement through evidenced-based practices that effectively support equitable student learning and outcomes.

Smarter Balanced Assessments (SBAC) in English Language Arts and Mathematics were administered in 2019, 2021, and 2022. Due to disruptions caused by the pandemic, the 2020 assessments were not administered as directed by the California Department of Education. For this reason, a comparison between 2021 and 2022 student performance in ELA and math is made rather than a 3-year trend analysis. Student performance in English language arts declined significantly from 2020-21 to 2021-22 from 23.5% meeting or exceeding standards to 17.2% meeting or exceeding standards in English language arts. In mathematics, student performance remained constant at 8.4%. These results are particularly significant when compared to the overall performance of students in Fresno County. In 2021-22, 42.8% of Fresno County students met or exceeded English language arts standards compared to 17.2% at West Park Elementary School. In mathematics, 28.4% of Fresno County students met or exceeded standards compared to 8.4% at West Park Elementary School.

In the area of English language arts in 2021, low-income students performed at the same level as students overall, but in 2022 their performance declined at a greater rate. In 2022, low-income student performance in English language arts declined by 7.7%, compared to 6.3% overall, creating a performance gap for low-income students. In 2021 and 2022, English learner students performed significantly lower than students overall in the area of English language arts. The gap in performance for English learner students persists at 10 percentage points below all students. There are fewer than 10 foster youth in the district and for this reason, their scores are not reported.

Students Meeting or Exceeding Standards in ELA: Percentage change from 2021 to 2022

Overall: 23.5% (2021), 17.2% (2022) Change from 2021 to 2022 is -6.3%
Students with Disabilities: 14.3% (2021), 9.5% (2022); Change from 2021 to 2022 is -4.8%
Low-Income: 24.0% (2021), 16.3% (2022); Change from 2021 to 2022 is -7.7%
English Learners: 13.1% (2021), 7.9% (2022); Change from 2021 to 2022 is -5.2%
Asian: 30.4% (2021), 24.0% (2022); Change from 2021 to 2022 is -6.4%

Hispanic: 23.4% (2021), 17.6% (2022); Change from 2021 to 2022 is -5.8
White: 14.3% (2021), 0% (2022); Change from 2021 to 2022 is -14.3%

Students Meeting or Exceeding Standards in Math: Percentage change from 2021 to 2022

Overall: 8.3% (2021), 8.4% (2022); Change from 2021 to 2022 is -0.1%
Students with Disabilities: 0% (2021), 9.5% (2022); Change from 2021 to 2022 is +9.5%
Low-Income: 8.1% (2021), 6.8% (2022); Change from 2021 to 2022 is -1.3%
English Learners: 1.0% (2021), 4.5% (2022); Change from 2021 to 2022 is +3.5%
Asian: 13.1% (2021), 8.0% (2022); Change from 2021 to 2022 is -5.1%
Hispanic: 7.7% (2021), 8.5% (2022); Change from 2021 to 2022 is -0.8%
White: 7.1% (2021), 7.7% (2022); Change from 2021 to 2022 is +0.6%

In the area of mathematics in 2021, low-income students performed at the same level as students overall, but in 2022 their performance declined at a greater rate. In 2022, low-income student performance in mathematics declined by 1.3%, compared to 0.1% overall, creating a performance gap for low-income students. In 2021 and 2022, English learner students performed significantly lower than students overall. However, the gap in performance between English learner students and all students is decreasing. In 2022, English learner student performance in mathematics increased by 3.5% compared to an overall decrease for all students of 0.1%. The closing of the achievement gap in mathematics is also true for students with disabilities. In 2021, no students with disabilities met or exceeded standards in mathematics, but in 2022, that percentage grew to 9.5% of students with disabilities meeting or exceeding standards in mathematics.

The actions in Goal 1 are designed to ensure continuously improving student academic achievement over time. The Smarter Balanced Assessment results tell a different story of declining student performance. For this reason, an in-depth needs analysis to understand the root causes for declines in student academic achievement took place during the 2022-23 school year to surface the necessary steps that need to be taken to reverse this trend and realize positive growth in student academic achievement in 2023-24. The actions in Goal 1 were revised based on the results of this in-depth needs analysis.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Appropriately Assigned and Fully Credentialed Teachers | Misassignments: 0%<br>Vacancies: 0%<br><br>Data Year: 2019-20 | 100% of teachers appropriately assigned and fully credentialed. | 71.7% of teachers appropriately assigned and fully credentialed | | 100% Appropriately Assigned and Fully Credentialed Teachers |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Data Source: HR Department | Data Year 2020-21<br>Data source: HR Department Reported to Governing Board, June 13, 2022 | Data Year: 2020-21<br>Data Source: DataQuest 2020-21 Teaching Assignment Monitoring Outcomes | | |
| Access to Standard-Aligned Instructional Materials | Core materials aligned: 100%<br>Students with access: 100%<br><br>Data Year: 2020-2021<br>Data Source: Annual Williams Act Inspection | Core materials aligned: 100%<br>Students with access: 100%<br><br>Data Year: 2021-2022<br>Data Source: Annual Williams Act Inspection<br><br>Reported to Governing Board, June 13, 2022 | Core materials aligned: 100%<br>Students with access: 100%<br><br>Data Year: 2022-2023<br>Data Source: Annual Williams Act Inspection<br><br>Reported to Governing Board, March 27, 2023 | | Core materials aligned: 100%<br>Students with access: 100%<br><br>Data Year: 2023-2024<br>Data Source: Annual Williams Act Inspection<br><br>Report to Governing Board, June 2024 |
| Implementation of Standards for All Students and Enable ELs' Access to CCSS and ELD Standards | ELD materials aligned: 100%<br>Students with access: 100%<br><br>Data Year: 2020-2021<br>Data Source: Local Teacher Survey | Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.<br><br>The District had a rating of 4 on a scale of 1 to 5 on the state's | Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.<br><br>The District had a rating of 3 on a scale of 1 to 5 on the state's | | Adjusted Standards-aligned materials will be used in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.<br><br>The District will have a rating of 4.5 or more on a scale of 1 to 5 on |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | self-reflection tool for implementation of state standards.<br><br>Reported to Governing Board, June 13, 2022<br><br>Data Year: 2021-2022<br>Data Source: Local Teacher Survey | self-reflection tool for implementation of state standards.<br><br>Reported to Governing Board, March 27, 2023<br><br>Data Year: 2022-2023<br>Data Source: Local Teacher Survey | | the state's self-reflection tool for implementation of state standards.<br><br>Reported to Governing Board, June 2024<br><br>Data Year: 2023-2024<br>Data Source: Local Teacher Survey |
| Smarter Balanced ELA | Smarter Balanced ELA TBD once results become available.<br><br>Data Year: 2020-2021<br>Data Source: DataQuest | Students Meeting or Exceeding Standards in ELA<br><br>Overall 23.5%<br>SWD 14.3%<br>Low-Income 24.0%<br>English Learners 13.1%<br>Asian 30.4%<br>Hispanic 23.4%<br>White 14.3%<br><br>Data Year: 2020-2021<br>Data Source: DataQuest | Students Meeting or Exceeding Standards in ELA<br><br>Overall 17.2%<br>SWD 9.5%<br>Low-Income 16.3%<br>English Learners 7.9%<br>Asian 24.0%<br>Hispanic 17.6%<br>White 0%<br><br>Data Year: 2021-22<br>Data Source: DataQuest | | Smarter Balanced ELA: 5% increase each year of Overall students, Low-Income students, Hispanic students, and Asian students meeting or exceeding standard. 7% increase each year for English Learners, Students w/Disabilities, and White students.<br><br>Data Year: 2023-2024<br>Data Source: DataQuest |
| Smarter Balanced Math | Smarter Balanced Math TBD once | Students Meeting or Exceeding Standards in Math | Students Meeting or Exceeding Standards in Math | | Smarter Balanced Math: 5% increase each year of all |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | results become available.<br><br>Data Year: 2020-2021<br>Data Source: Dataquest | Overall 8.3%<br>SWD 0%<br>Low-Income 8.1%<br>English Learners 1.0%<br>Asian 13.1%<br>Hispanic 7.7%<br>White 7.1%<br><br>Data Year: 2020-2021<br>Data Source: DataQuest | Overall 8.4%<br>SWD 9.5%<br>Low-Income 6.8%<br>English Learners 4.5%<br>Asian 8.0%<br>Hispanic 8.5%<br>White 7.7%<br><br>Data Year: 2021-22<br>Data Source: DataQuest | | students meeting or exceeding standard. 7% increase each year for English Learners.<br><br>Data Year: 2023-2024<br>Data Source: DataQuest |
| English Learner Students Making Progress toward English Proficiency | 27.5% making progress towards English Language proficiency<br><br>Data Year: 2018-19<br>Data Source: Fall 2019 ELPAC | Refer to data below in lieu of ELPI per suspended 2020 ELPAC<br><br>Level 4 - 9%<br>Level 3 - 21%<br>Level 2 - 31%<br>Level 1 - 39%<br>Data Year: 2021<br>Data Source: ELPAC | 49.6% making progress towards English language proficiency<br><br>Data Year 2021-22<br>Source: 2022 California School Dashboard English Learner Progress Indicator (ELPI) | | Data Year: 2022 and 2023<br>Data Source: Fall 2023 ELPI |
| EL Reclassification Rate | El Reclassification rate 3.2%<br><br>Data Year: 2019-2020 | English Learner Reclassification Rate 0%<br><br>Data Year: 2020-21 | English Learner Reclassification Rate 0%<br><br>Data Year: 2021-22 | | English Learner Reclassification rate above 10%<br><br>Data Year: 2022-23 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Data Source: Dataquest (Annual Reclassification (RFEP) Counts and Rates)<br><br>No reclassification in 2020-21 because ELPAC was not administered. | Data Source: Dataquest Annual Reclassification (RFEP) Counts and Rates<br><br>[The ELPAC was administered to 175 (21 initial, 154 summative) students in 2020-21.] | Data Source: Local Data<br><br>CDE reported that 2021-22 Reclassification Rates will be available available at DataQuest after July 2023. | | Data Source: Dataquest (Annual Reclassification (RFEP) Counts and Rates) |
| Broad Course of Study | Students with access to broad course of study: 100%<br>Data Year: 2020-2021<br>Data Source: 2021 California School Dashboard | All students had access to a broad course of study.<br><br>Results of the State's Self-Reflection Tool Reported to Governing Board, June 13, 2022 | All students had access to a broad course of study.<br><br>Results of the State's Self-Reflection Tool Reported to Governing Board, June 12, 2023 | | All students will have access to a broad course of study.<br><br>Results of the State's Self-Reflection Tool Reported to Governing Board, June 2024 |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Access to a Broad Course of Study | All students have access to a broad course of study. Low-income students, English learner students, foster and homeless youth, and students with exceptional needs have access to additional support through increased staffing and supplemental instructional materials to ensure equitable access to the California content standards.<br><br>An English Learner Coordinator, bilingual paraprofessionals, and ELA and math specialists will partner with teachers to ensure the specific | $3,168,940.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | needs of English learner students are met by creating equitable learning opportunities for all English learner students.<br><br>The Academic Leadership Team will serve as teacher leaders to support a quality instructional program that is accessible to all learners through peer mentorship and support during collaborative teacher planning time.<br><br>District educational partners believe in the importance of programs and activities that enhance the core curriculum to encourage students' active engagement in school. The district will provide clubs, athletics, motivational programs, and other co-curricular activities to help students feel connected to the school community. | | |
| **1.2** | Professional Development for Teachers and Paraprofessionals | The 2022 California Assessment of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state in English language arts, mathematics, and science.<br><br>Research and educational best practices provide evidence that well-prepared and effective teachers and paraprofessionals have a significant positive impact on student learning. The Academic Leadership Team will work collaboratively with district leadership to identify and select specific professional learning opportunities provided by content experts for all teachers and classroom support staff to support the continuous improvement of instructional practices that effectively meet the learning needs of low-income students, English learner students, and foster youth. A major focus will be on deepening teacher knowledge and skill of the Common Core mathematical practice standards. Professional learning opportunities will be provided to all teachers and paraprofessionals in the core academic areas of math, English language arts, and English language development. | $168,572.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The professional development will focus on differentiated lessons that meet the specific needs of English learner students, low-income students, and foster and homeless youth. It will also focus on the vertical alignment of instruction. Follow-up, in-classroom coaching, and feedback will be provided by instructional experts throughout the year to support teachers with the implementation of what they learned through professional development courses. Providing ongoing professional learning and coaching support to our staff will provide low-income students, English learner students, and foster youth with greater access to the California content standards.<br><br>Professional development activities and classroom-based support for teachers and paraprofessionals will continue until significant growth in academic achievement for low-income students, English learner students, and foster youth in the areas of ELA, ELD, math, and science is realized.<br><br>Weekly common teacher planning time will bring teachers together to learn from one another and collaborate on continuous improvement projects that will lead to improvements in lesson quality, instructional effectiveness, and student achievement.<br><br>With a renewed focus on classroom instruction in 2023-24 through the consistent support and commitment of the Academic Leadership Team, improved performance of low-income students, English learner students, and foster youth in all academic areas is expected as measured by CAASPP assessments in ELA and math or local assessments. | | |
| **1.3** | Integrated and Designated ELD | The district's English learner students are demonstrating growth in English language proficiency as evidenced by the 2022 ELPAC summative assessment of English language acquisition and the English Learner Progress Indicator (ELPI) which utilizes these data to calculate the percentage of English learner students making adequate | $171,502.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | progress. According to the 2022 ELPI, 49.6% are making progress toward English language proficiency.<br><br>In order to continue this trend, designated and integrated English Language Development (ELD) will be provided to all English learner students. It will be taught by appropriately credentialed teachers and supported by qualified bilingual paraprofessionals. The addition of an English Learner Coordinator will ensure the development and implementation of an annual English Learner Master Plan. Designated and integrated ELD will be provided on a daily basis with designated instruction provided in small-group settings with a certificated teacher and a paraprofessional's support. The Coordinator will provide direct support to teachers and students to ensure high-quality designated ELD is provided daily for all English learner students and integrated ELD strategies are masterfully implemented in all core academic areas.<br><br>This action includes expenditures on necessary supplementary supplies and technology including hotspots, software programs, and Chromebooks, all focused on meeting the needs of English learner students in Level 1 and Level 2.<br><br>The provision of well-developed designated and integrated ELD taught using research-based instructional delivery best practices is intended to support English learners' language acquisition which will lead to increased ELPAC scores for English Learners and the improved performance of English learner students in all academic areas. | | |
| **1.4** | Supplemental Instructional and Assessment Resources | The 2022 California Assessment of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state in English language arts, mathematics, and science. | $95,644.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Using supplemental instructional and assessment resources in supporting instruction and learning can have a significant positive impact on the instructional quality of teacher's lessons and the learning outcomes of their students because they allow the teacher to effectively differentiate lessons that are targeted to meet the specific needs of individual students through in-class targeted interventions and supports, making student learning more effective and relevant.<br><br>In order to meet the need for increased learning, the district will provide supplemental resources that provide the assessment data needed to support effective instruction for low-income students, English learner students, and foster youth through differentiated strategies, leveled reading, and guided and independent practice. These resources include but are not limited to Renaissance Reading and Math and iReady online instructional and assessment resources.<br><br>The use of the described supplemental resources is intended to support the growth of low-income and English learner students' ELA and math performance as evidenced in local assessment results by supporting increased access the core instruction and providing ongoing formative data for teachers to use in support of instructional decision-making that impacts scaffolding, lesson development, and intervention support. | | |
| **1.5** | Supplemental Supports | Consistent input from teachers, parents, and students collected through the needs assessment indicates the need to invest in learning opportunities beyond traditional classroom teaching practices to effectively engage students in learning and provide them with hands-on learning opportunities they may not otherwise experience due to barriers such as limited family resources and language barriers that prevent low-income students, English learner students, and foster youth from learning the California Content Standards outside of the regular school day. Project-based and experiential learning opportunities help to deepen student learning and increase the relevance of classroom instruction. These opportunities provide | $185,596.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | greater equity and access for low-income students, English learner students, and foster youth who may experience less access to learning experiences outside of the classroom due to limited resources and time.<br><br>Significant achievement gaps exist between the performance of students overall on the state assessments compared to the performance of English learner students. While English learner students experienced growth in mathematics as evidenced by their performance on the 2022 state assessment, this trend must continue in all academic areas.<br><br>In our experience, low-income students, English learner students, and foster and homeless youth need to experience learning opportunities that are relevant to their daily lives and build upon their prior experiences. This opportunity can be achieved, at least partially, through lessons that integrate hands-on and/or project-based learning opportunities using supplemental materials that enhance student learning.<br><br>West Park Elementary will provide supplemental materials, supplies, and resources to staff that allows them to effectively differentiate lessons within the core instructional program and provide well-rounded, contextualized activities that enhance learning for low-income, English learner students and foster youth, building upon and connecting the learning experiences to the contexts of their student's life experiences.<br><br>The district will also provide supplemental academic support programs including Reading Corps and Math Corps that address skill sets that will allow low-income, English learner, and Foster Youth students to access enrichment activities and interests. Using these resources, teachers design Project Based Learning lessons, blended subject lessons, interventions, differentiated lessons, and extended lessons to deliver enhanced lessons supporting base skills, cultural knowledge, career interest, world experiences, health and nutrition, visual and performing arts, social responsibilities, and self-worth. These lessons | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will incorporate supplemental text, resources, realia, presenters from the community, etc.<br><br>Low-Income students and English learner students who are provided instructional activities that are relevant to their personal interests and comprehensible help them maintain engaged learning. Elements of self-worth are developed through the confidence of knowledge and subject awareness that can provide critical thinking avenues for depth of knowledge understanding leading to increased local assessment performance for the English learner, low-income, and foster youth students. | | |
| 1.6 | Student Tutorial Support | The 2022 California Assessment of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state in English language arts, mathematics, and science.<br><br>Parent and student requests, in addition to assessment data indicate that supplemental tutorial support from fully-credentialed teachers could increase low-income and English learner student learning and achievement.<br><br>In order to meet this need for supplemental instructional support, the district will provide the opportunity for qualified staff to provide academic support to low-income and English learner students and their families after school hours. This need will be met through tutoring services provided by the California Teaching Fellows Foundation and via phone and web-based platforms. Such program supplements include but are not limited to the PAPER platform.<br><br>Increased instructional support is intended to help low-income and English learner students with independent practice of the skills and concepts learned each day, support the growth of Low-Income | $333,009.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | students and English Learners' ELA and math learning, and support increased parental participation in their child's learning.<br><br>This action is intended to improve English learner and low-income students' academic performance in ELA and math. | | |
| 1.7 | Intersessions | The 2022 California Assessment of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state in English language arts, mathematics, and science.<br><br>Requests from educational parents which are supported by low academic performance, indicate that supplemental instructional support from fully credentialed teachers could increase low-income and English learner student learning and achievement. Intersession instruction provided between regular instructional sessions will bridge instructional gaps, keep low-income and English learner students actively engaged in the learning process, and provide opportunities for significant intensive remediation, as needed based on individualized needs.<br><br>In collaboration with the Academic Leadership Team, district leadership will plan and offer instructional intersessions during fall, winter, and spring breaks, and during the summer to increase student learning time and improve student outcomes for traditionally underserved youth including low-income students, English learner students, and foster and homeless youth. Providing the supplemental instructional time will increase student learning and will be reflected in student performance on the CAASPP assessments in ELA and math or local assessments. | $135,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.8** | Math and Reading Instructional Specialists | Significant achievement gaps exist between the performance of WPESD students and their peers in Fresno County on state assessments in ELA and math. WPESD low-income students scored 19 percentage points lower in ELA and 15 percentage points lower in math compared to low-income students in Fresno County. The performance gaps for English learners are less, but significant, at 5 percentage points in ELA and 4 percentage points in math compared to English learner students in Fresno County.<br><br>Research and educational best practices indicate that well-prepared instruction with content focus from effective teachers has a very significant impact on low-income and English learner student learning outcomes. Lessons will be designed and delivered using the most current, effective instructional methodology and content. In order to meet this need to increase academic performance, the district will provide two math and two ELA instructional specialists who will provide direct support to the identified students by ensuring that well-designed, content-rich lessons in ELA and math are delivered in a pedagogically sound and effective manner. This support will consist of co-planning with teachers during PLC time, providing support with lesson design; real-time instructional coaching and modeling of best practices in the classroom, and the incorporation of instructional rounds into classrooms to improve the effectiveness of all teachers. In addition to the Reading and Math Specialists, a Newcomer Teacher will be added in 2023-24 to provide direct support to newcomer English learner students, focusing primarily on the intermediate grades and middle school students to ensure their successful transition both academically and socially. The Newcomer Teacher will work closely with teachers to provide direct support to students in the classroom and with families to ensure they have what they need including parent education classes they may be interested in. The Newcomer Teacher work will also support the needs of migrant families and their children.<br><br>Research has shown a very significant positive effect size in improving low-income and English learner student learning when instruction is well designed to meet the unique needs of all low-income and English | $391,899.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | learner students through carefully and strategically designed and delivered lessons and content.<br><br>As a result of support from instructional specialists, the academic and assessment outcomes for low-income and English learner students, as revealed by CAASPP assessments or local assessments, will show annual growth in ELA and math. | | |
| **1.9** | Paraprofessional Support for Students | The 2022 California Assessment of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state in English language arts, mathematics, and science.<br><br>Research and experience provide evidence that students benefit significantly from small group and individualized instruction focused on each student's specific needs, especially for English learner students, students from low-income backgrounds, and other underserved students where additional support is needed to create equitable learning environments.<br><br>The district will invest in ten (10) paraprofessionals to provide direct instructional support to low-income and English learner students in the classroom under the supervision and guidance of appropriately credentialed teachers.<br><br>As a result of this investment, the academic outcomes of English learner and low-income students will improve. | $295,667.00 | Yes |
| **1.10** | Action Deleted | This action was deleted (Supplemental Instructional Minutes) | $0.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **1.11** | Technology and Infrastructure to Support Student Learning | Significant achievement gaps persist between the performance of low-income students and English learner students in core academic areas compared to the performance of their peers in the county and state. There are further performance gaps between English learner students and all students within the district, although the gap in mathematics for English learner students compared to all students decreased from 2021 to 2022.<br><br>A condition of low-income families is a lack of access to digital devices at home to support the completion of school work including research and writing assignments. Additionally, access to the internet is a problem in rural Fresno County which is well-documented by local and state research. Access to technology resources both in school and at home will directly address the needs of low-income students, English learner students, and foster youth.<br><br>Supplemental technology resources and support ensure equitable access for unduplicated student groups to 21st-century content standards. Teachers are able to provide current and relevant learning opportunities aligned with the content standards when unduplicated student groups have access to the technology they need. Technology will provide for improved communication and partnerships between educators and the families of low-income students, English learner students, and foster youth.<br><br>The district will continue to maintain and replace technology and the related infrastructure to ensure effective learning opportunities that include equitable access for low-income, English learners, and foster youth.<br><br>Providing these additional technology resources will support the implementation of current 21st-century technology-embedded teaching and learning structures that are standard best practices, ensuring equitable access for the unduplicated student groups whose financial circumstances may not allow for access to the latest technological resources. By maintaining and upgrading technology for teachers and the identified students to ensure continued electronic | $40,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | access to learning and teaching, the academic achievement of English Learners and Low-Income students will increase year over year, as measured by CAASPP assessments in ELA and math or local assessments. | | |
| **1.12** | Support To Students With Disabilities | Students with disabilities will be provided specialized and targeted support as outlined in their Individualized Education Plans (IEPs). Students with disabilities will have access to specialized academic instruction and other designated instructional services as outlined in their IEP to ensure equitable access to free and appropriate public education. Services provided to students with disabilities will be aligned with all district programs to ensure students achieve their highest academic potential and all social-emotional needs are met. | $191,286.00 | No |
| **1.13** | Class Size Reduction | A review of the Smarter Balanced assessments and local assessment data in ELA and math indicates there is a need to increase the academic achievement of foster youth, low-income, English learner students. Based on the local needs assessment, these student groups would benefit significantly from lower class sizes in order to increase opportunities for individualized instruction to better meet the unique needs of foster youth, low-income, and English learner students.<br><br>West Park Elementary School is committed to ensuring lower class sizes in grades K-6 to ensure teachers can effectively differentiate their support to provide increased attention to students in need of additional support including low-income students, English learner students, foster and homeless youth. The unduplicated student groups are traditionally underserved students who are provided equitable access to core learning opportunities through individualized and personalized instruction and support within all learning environments.<br><br>Evidence and experience demonstrate that students perform better when they have access to more effective teaching and more focused | $551,025.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | learning. In a reduced class size setting, more teacher-to-student and student-to-teacher interactions allow teachers to recognize the needs of individual students and customize instruction and support. Teachers are able to know their students on a more individual basis and can more easily identify learning needs early, when early intervention has the greatest impact on student growth. In a small class setting, the environment supports more student connection and greater social and emotional student health.<br><br>By continuing to sustain additional teachers, the district will make it possible for a smaller staff-to-student ratio to be able to provide this targeted support. Maintaining a commitment to smaller class sizes has the potential to impact individual student learning in the core academic areas and increase English learner students' language proficiency levels as evidenced in the CAASPP results or local measures. We expect that the state or local achievement data in the areas of ELA and math for foster youth, low-income and English learners will increase as the program is designed to meet the learning needs and experiences most associated with these specific student groups. However, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis. | | |
| **1.14** | School Instructional Leadership | A review of the Smarter Balanced assessments and local assessment data in ELA and math indicates there is a need to increase the academic achievement of foster youth, low-income, English learner students. Based on the local needs assessment, these student groups would benefit significantly from improved instructional strategies that effectively adapt to the varying proficiency levels of low-income students and foster youth as a result of circumstances that impact learning like fewer resources outside of school, increased hunger, and greater childhood traumas. English learner students would benefit significantly from improved instructional strategies that address their varying language abilities and limited academic vocabulary such as the effective use of scaffolding strategies, visual supports, and structured student-to-student interactions. | $150,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | West Park Elementary School District is establishing an instructional leadership model through the formation of a new Academic Leadership Team and by placing a dedicated instructional leader at the elementary school campus. Instructional leadership is a model of school leadership in which the administrator collaborates with teacher leaders and works alongside teachers to provide support and guidance in establishing best instructional practices in the classroom, specifically instructional practices that meet the unique needs of low-income students, English learner students, and foster and homeless youth. Instructional leaders communicate with staff and set clear goals related to student achievement together with teachers. The instructional leader is an expert teacher who possesses the skills to provide coaching and mentoring to teachers, as well as professional learning opportunities that allow teachers to explore best practices in teaching. The goal of the instructional leadership model is to increase student academic achievement by developing reflective educators who are equipped to provide timely and targeted interventions and supports in the classroom when and where they are needed.<br><br>The instructional leader has a great deal of responsibility to low-income students, English learner students, foster youth, teachers, parents, and the community. They are supportive, motivating, and knowledgeable about student learning, including academic and social-emotional learning. Together, the instructional leader and instructional leadership team communicate a clear vision for classroom practices and communicate expectations for teachers and students through a supportive, mentoring approach.<br><br>The impact of an instructional leadership model is to continuously improve equity and access to high-quality learning experiences and improved academic outcomes for all students with an emphasis on closing achievement gaps. | | |

## Goal Analysis [2022-23]

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

Action 1.1 was implemented as planned with the exception of teacher retention for the 2023-24 school year in order to sustain a stable teaching force that builds capacity over time to support student learning. Several teaching positions are open and have been posted for the 2023-24 school year.
Action 1.2 was implemented as planned. However, with the loss of teachers in the 2022-23 school year, the capacity building that was achieved through this action is diminished and will need to be repeated in the 2023-24 school year.
Action 1.3 was not fully implemented. The action contains the plan to hire an English Learner Coordinator to support the development of a comprehensive ELD program and provide direct support to classroom teachers and English learner students. The position was not filled due to the lack of qualified applicants, however, the need continues. Proactive recruitment efforts will be used to find and hire a qualified candidate.
Actions 1.4 and 1.6 were implemented as planned, however, the expenditures shifted to ELO-P and ESSER funds.
Action 1.5 was implemented as planned.
Action 1.7 was partially implemented because the fall intersession was not held. The estimated actuals for Action 1.7 are $0 because this action was funded with ELO-P funds.
Action 1.8 was not implemented because efforts to recruit qualified reading and math specialists were unsuccessful. However, Action 1.8 remains in the 2023-24 LCAP because it continues to be a need identified by educational partners. Proactive recruitment efforts will be used to find and hire qualified candidates.
Action 1.9 was not fully implemented because only six (6) paraprofessional positions were filled.
Action 1.10 was not implemented and has been deleted in the 2023-24 LCAP.
Action 1.11 was implemented as planned.
Action 1.12 was implemented as planned.
Action 1.13 was implemented as planned.
Action 1.14 was implemented, but not as planned for the 2023-24 school year to the extent that school leadership is primarily serving as an instructional leader. There was stable school and district leadership in the 2022-23 year.

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.

Action 1.1 estimated actuals are less than the planned expenditures because the budget source for reduced class sizes and school leadership was incorrectly identified as LCFF Base Grant funds rather than Supplemental and Concentration Grant funds in the 2022-23 LCAP. This has been corrected by the addition of Action 1.13 and Action 1.14.
Actions 1.4, 1.6, and 1.7 are partially funded with ELO-P and/or ESSER funds.

Action 1.8 estimated actuals are less than the planned expenditures because the district was not able to fill the positions of Reading and Math Instructional Specialists. However, the need continues and these positions remain posted for the 2023-24 school year. Enhanced recruitment efforts will be used to increase the qualified applicant pool.
Action 1.9 estimated actuals are less than the planned expenditures because the district did not fill all eight (8) of the paraprofessional positions originally planned. The district was able to fill six (6) positions. However, the need continues with plans to hire ten (10) paraprofessionals in 2023-24.
Action 1.10 estimated actuals are less than the planned expenditures because additional daily instructional minutes were not negotiated or implemented. There are no plans to continue this action.

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

Actions 1.1 and 1.9, which are teachers' and paraprofessionals' salaries and benefits, combined with Actions 1.2, professional development for teachers and paraprofessionals, Action 1.4 supplemental materials and resources, Action 1.5, supplemental supports, Action 1.11, technology and infrastructure, and Action 1.13, class size reduction, together provide classroom learning opportunities. The expected performance of these actions would be to continuously improve student academic achievement over time while closing achievement gaps. However, this was not the actual outcome of these actions. The Smarter Balanced Assessment results tell a different story of declining student performance. Student performance in English language arts declined significantly from 2020-21 to 2021-22 from 23.5% meeting or exceeding standards to 17.2% meeting or exceeding standards in English language arts. In mathematics, student performance remained constant at 8.4%. These results are particularly significant when compared to the overall performance of students in Fresno County. In 2021-22, 42.8% of students in Fresno County met or exceeded standards in English language arts compared to 17.2% in West Park Elementary School. In mathematics, 28.4% of students in Fresno County met or exceeded standards compared to 8.4% at West Park Elementary School. Although these actions were fully implemented, they did not get the results that were expected. For this reason, an in-depth needs analysis to understand the root causes for declines in student academic achievement took place during the 2022-23 school year and will continue in the 2023-24 school year in order to surface the necessary steps that need to be taken to reverse this trend and realize positive growth in student academic achievement in the future.

The first step in conducting an in-depth needs analysis was to analyze academic performance data, student attendance data, student disciplinary data, survey data of staff, students, and parents, and other relevant data to inform the level of engagement of both students and staff in school. During the 2021-22 school year, the year of academic measurement informing the effectiveness of the LCAP actions, the school district experienced significant leadership and staff turnover. This instability, according to research, has the potential to impact the student's academic performance negatively. The influence of stable leadership cannot be underestimated. Educational leaders affect achievement indirectly by establishing school goals, setting high expectations, allocating resources, promoting a positive and orderly learning environment, and communicating with school staff, parents, and the community. To further strengthen the educational leadership of the school district in the 2023-24 school year, the superintendent established an Academic Leadership Team comprised of teacher leaders who will take responsibility in collaboration with district leadership to ensure high-quality classrooms and equitable learning opportunities for all students.

Action 1.3, integrated and designated ELD, was not fully implemented this year mostly due to the lack of a qualified candidate for the position of ELD Coordinator. However English language progress as measured by the ELPI in 2022 shows improvement over the last ELPI measure in 2019, increasing from 27.5% in 2019 to 49.6% of English learners making progress in 2022. This outcome supports the effectiveness of the first group of actions that encompass classroom instruction.
Action 1.6, student tutorial support, has the expected outcome of increasing student academic achievement. However, the student outcome data as measured by the state assessments does not support its effectiveness. To more effectively measure the incremental growth of this action in the 2023-24 school year, a system of local assessments will be used to monitor the impact throughout the year. Providing tutors also has the potential to impact student engagement in school because they are getting the additional support they need to succeed. Additional metrics may be needed to effectively monitor the effectiveness of this action such as student surveys that ask whether students believe they are receiving the support they need.
Action 1.7, intersessions, was not fully implemented this year and as a result, did not realize a positive impact on student academic achievement. In 2023-24, pre- and post-measures of progress during summer school are planned to provide a measure of impact.
Action 1.8, instructional specialists, was not implemented due to the lack of qualified applicants to fill the position, and, as a result, not effective in making progress toward the goal. However, they are planned for the 2023-24 school year because it is expected they will have a positive impact on student achievement.
Action 1.10, supplemental minutes, was not implemented and not anticipated possible to implement. It has been deleted from the LCAP.
Action 1.12, special education, was partially effective in meeting the needs of students with disabilities as measured by the state assessments in ELA and math. The academic performance of students with disabilities decreased in ELA, but their performance in math increased significantly from 0% meeting or exceeding standards in 2021 to 9.5% meeting or exceeding standards in 2022.
Action 1.14, instructional leadership, was not fully implemented insomuch as stable leadership at the district and school levels was evidenced in 2022-23, but the focus was not on school-level instructional leadership. It is anticipated that by shifting the focus of school leadership to instructional leadership, there will be an impact on improved instructional practices which will in turn work to continuously improve student outcomes.

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.

The addition of several new positions and structures have been integrated into the plan to provide the necessary additional direct support to students and their families needed in order to effectively address the unique needs and circumstances of our foster youth, low-income, and English learner students and their families.
Action 1.1: The creation of the Academic Leadership Team comprised primarily of teachers who will share the instructional leadership responsibilities within a new culture focused on the success of the whole child.
Action 1.2: The addition of more professional learning opportunities for teachers and paraprofessionals provided by content experts.
Action 1.3: The addition of an English Learner Coordinator who will provide direct support to both teachers and students to ensure high-quality integrated and designed English Language Development for all English learner students.
Action 1.7: The addition of summer school to provide foster youth, low-income, and English learner students the additional learning opportunities they need the equitably access the content standards.

Action 1.9: The addition of two (2) more paraprofessionals to provide direct support to students in the classroom.
Action 1:13: A commitment to smaller class sizes to ensure more customized instruction, differentiated support, and increased teacher-to-student and student-to-teacher interactions in order to address the unique learning needs of foster youth, low-income, and English learner students. This action was added to correct the funding source for an action that was in place prior to the 2022-23 school year. The funding source (LCFF Base) was incorrectly included within Action 1.1 in the 2022-23 LCAP. West Park Elementary School District intentionally keeps class sizes small in grades K-6 as a contributing action principally directed to meet the needs of the unduplicated student groups. The purpose of this strategy is to ensure there are no combination classrooms and the teacher-student ratio is sufficiently low enough to allow teachers to provide traditionally underserved students including low-income, English learners, and foster youth, individualized support, and just-in-time interventions continuously throughout the instructional day.
Action 1.14 The addition of a dedicated instructional leader with expertise in elementary instruction and coaching. The action was in place for a portion of the 2022-23 school year but was incorrectly included in the salaries reported in Action 1.1 in the 2022-23 LCAP. The primary role of the instructional leader is to support the increased academic performance and social-emotional needs of the unduplicated student groups.
Action 1.10 was deleted because daily supplemental instructional minutes were not implemented during the 2022-23 school year and there are no plans to move forward with this strategy in the 2023-24 school year. The After School Education and Safety program (ASES) program will continue in the 2023-24 school year providing students with access to additional academic support and activities after school.

Metric: Appropriately Assigned and Fully Credentialed Teachers: The data source changed to local data because the state reported that the 2022 teacher assignment and monitoring data will not be available until a date that falls after the adoption and approval of the 2023-24 LCAP.

Goal: Slight revisions to the goal description were made to improve clarity without changing the overall meaning.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | Sustain a school culture in which organizational communication is valued, parent involvement is encouraged, student discipline is effective, staff and student are recognized, and student activities and student support contracts result in positive outcomes. |

An explanation of why the LEA has developed this goal.

The West Park School District/West Park Elementary School community experienced significant transitions in governance and leadership while responding to increasing students' needs for academic and social-emotional created by the pandemic. There is a desire and a need among educational partners for re-establishing parent involvement; re-establishing a vision and mission, improving routines and procedures, and demonstrating efficacy and consistency of routines and procedures. Moreover, the desire to establish routines and procedures that promote high levels of student engagement and love for learning is needed if higher levels of student academic achievement are to be realized.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs | Parents that feel they have input and participation:<br><br>K-5: 78%<br>6-8: 82%<br><br>Data Year: 2019-2020<br>Data Source: Local Parent Survey | MET -- Results reported<br><br>The state's self-reflection tool reflected an average rating of 3.5 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement. | MET -- Reported in the California School Dashboard for LCFF Priority 3: Family Engagement<br><br>The Local Indicator Priority 5 self-reflection tool reflected an average rating of 3.0 (on a scale of 1 = strongly disagree to 5 = strongly agree). | | MET -- Results reported<br><br>The state's self-reflection tool reflected an average rating of 4 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Parents that feel they have input and participation:<br><br>K-5: 43.3%<br>6-8: 32.0%<br><br>Data Year: 2021-2022<br>Data Source: Local Parent Survey | Parents that feel they have input and participation:<br><br>K-5: 73%<br>6-8: 52%<br><br>Data Year: 2022-2023<br>Data Source: Local Parent Survey | | Parents that feel they have input and participation:<br><br>K-5: over 85%<br>6-8: over 85%<br><br>Data Year: 2023-24<br>Data Source: Local Parent Survey |
| Attendance Rate | Attendance Rate: 94.7%<br><br>Data Year: 2020-2021<br>Data Source: SIS P2 | Attendance Rate: 85.5%<br><br>Data Year: 2021-2022<br>Data Source: SIS P2 | Attendance Rate: 90.5%<br><br>Data Year: 2022-2023<br>Data Source: SIS P2 | | Attendance Rate: above 95%<br><br>Data Year: 2023-2024<br>Data Source: SIS P2 |
| Chronic Absenteeism Rate | Chronic Absenteeism Rate: 16.8%<br><br>Data Year: 2018-2019<br>Data Source: DataQuest | Chronic Absenteeism Rate:<br>Overall 16.3%<br>Low-Income 16.6%<br>English Learners 14%<br>Hispanic 17.8%<br>White 24%<br>Students with Disabilities 35.7%<br>Foster Youth are less than ten<br><br>Data Year: 2020-2021<br>Data Source: DataQuest | Chronic Absenteeism Rate:<br>Overall 53.5%<br>Low-Income 54.1%<br>English Learners 49.3%<br>Hispanic 54.9%<br>White 50%<br>Students with Disabilities 66.7%<br>Foster Youth are less than ten<br><br>Data Year: 2021-2022<br>Data Source: DataQuest | | Adjust Chronic Absenteeism:<br>Overall--5%<br>Low-Income--7%<br>English Learners--10%<br>Hispanic--7%<br>White--12%<br>Students w/ Disabilities--17%<br>Foster Youth are less than ten<br><br>Data Year: 2022-2023<br>Data Source: DataQuest |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Suspension Rate | Suspension Rate: 4.5%<br><br>Data Year: 2019-2020<br>Data Source: DataQuest | Suspension Rate: 0%<br><br>Data Year: 2020-2021<br>Data Source: DataQuest | Suspension Rate: 3.5%<br>Low-Income 2.6%<br>English Learner 4.7%<br>Hispanic 3.7%<br>White 0%<br>Students with Disabilities 2.0%<br><br>Data Year: 2021-2022<br>Data Source: DataQuest | | Suspension Rate: below 3%<br>Low-Income--2%<br>English Learner--1%<br>Hispanic--1%<br>White--1%<br>Students w/ Disabilities--1%<br><br>Data Year: 2023-2024<br>Data Source: Local School Data in Aeries |
| Expulsion Rate | Expulsion Rate: 0%<br><br>Data Year: 2020-2021<br>Data Source: Local Aeries Data | Expulsion Rate: 0%<br><br>Data Year: 2021-2022<br>Data Source: Local Aeries Data | Expulsion rate: 0%<br><br>Data Year: 2022-2023<br>Data Source: Local Aeries Data | | Expulsion Rate: less than 1%<br><br>Data Year: 2023-2024<br>Data Source: Local Aeries Data |
| Middle School Drop Out Rate | Middle school dropout rate: 0%<br><br>Data Year: 2020-2021<br>Data Source: CALPADS | Middle school dropout rate: 0%<br><br>Data Year: 2021-2022<br>Data Source: CALPADS | Middle school dropout rate: 0%<br><br>Data Year: 2022-23<br>Data Source: CALPADS | | Middle school dropout rate: less than 1%<br><br>Data Year: 2023-2024<br>Data Source: CALPADS |
| Sense of Safety and School Connectedness | Students' sense of safety:<br>K-5: 85%<br>6-8: 78% | MET -- Results reported | MET -- Reported in the California School Dashboard for LCFF Priority 5: Student | | Student sense of safety: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Students sense of connectedness:<br>K-5: 88%<br>6-8: 72%<br><br>Data Year: 2020-2021<br>Data Source: Local student survey. | K-5: Over 80% of students responding feel safe at their school<br>6-8: Over 80% of students responding feel safe at their school<br><br>K-5: Over 80% of students responding feel connected to their school<br>6-8: Over 80% of students responding feel connected to their school<br><br>Data Year: 2021-2022<br>Data Source: Local student survey | Engagement (54% response rate)<br><br>K-5: 73% of students reported feeling safe at their school<br>6-8: 52% of students reported feeling safe at their school<br><br>K-5: 64% of students feel connected to their school<br>6-8: 51% of students feel connected to their school<br><br>44% of parents agree their child feels safe at school<br>50% of parents agree the school builds trusting and respectful relationships with families<br><br>100% of staff feel our school is a safe place for students<br>42% of staff agree the district provides them support to build trusting and respectful relationships with families | | K-5: Over 90% of students responding felt safe at their school<br>6-8: Over 90% of students responding felt safe at their school<br><br>K-5: Over 90% of students responding felt connected to their school<br>6-8: Over 90% of students responding felt connected to their school<br><br>Data Year: 2023-2024<br>Data Source: Local student, parent, and staff surveys |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Data Year: 2022-2023<br>Data Source: Local student, parent, and staff surveys | | |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Students and Parents: Positive Attendance Support | Chronic absenteeism rates for low-income students and English learner students are very high and increased significantly in the 2021-22 school year. Chronically absent students are not only missing out on school and opportunities to learn, but they are at the greatest risk of falling behind which disproportionally impacts our low-income students, English learner students and foster youth who are already experiencing lower achievement levels compared to all students. Research also shows that chronic absenteeism is an early predictor of high school dropout. For this reason, chronic absenteeism disproportionally impacts low-income students, English learners, and foster youth since it has the potential to accelerate achievement gaps and compound other factors impacting academic achievement.<br><br>To ensure our low-income students, English learners, and foster youth are connected to school and in class actively learning, supplemental supports designed to monitor student attendance and intervene early will be provided in a timely manner and on a routine basis to assist in the removal of any potential barriers the families of our unduplicated students may be experiencing that is interfering with their child's engagement in school. In order to provide this increased support principally directed to the families of our unduplicated students, the district will provide a bilingual community liaison, implement an effective Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes that focus on supporting families, engage in regular communication with families regarding | $93,492.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | attendance and absences, and provide frequent positive recognition of positive student engagement in school.<br><br>Supplemental supports focused on high levels of student engagement in school are designed to support the families of our unduplicated student groups by assisting with the removal of barriers that may interfere with active engagement in school and affect them disproportionally such as transportation needs, medical needs, or other circumstances that make it difficult to ensure their child is in school, on-time, every day.<br><br>The addition of a Pupil Services Specialist and a Community Engagement Specialist (Action 2.4) will create a team that will meet the unique needs of our foster youth, low-income and English learner students who experience barriers that contribute to high levels of chronic absenteeism.<br><br>We expect that this action, through continuously improved implementation over time, will result in decreased chronic absenteeism, thereby increasing academic outcomes. | | |
| **2.2** | Positive Behavioral Interventions and Supports (PBIS) | In 2021-22, suspension rates increased overall to 3.5% from 0 suspensions in 2020-21 and are disproportionally higher rates for English learner students (4.7%). This trend existed prior to the pandemic and continues due to a lack of staff to provide campus supervision and support. A local needs assessment has identified that a more structured, consistently implemented, positive schoolwide behavior system will provide the support needed to help foster youth, low-income, and English learner students actively engage in school and contribute to a healthy school environment.<br><br>Research shows that effectively implementing a system of Positive Behavioral Interventions and Supports (PBIS) in schools has a significant positive impact on lowering suspension and expulsion rates, increasing student engagement in school, and improving staff | $199,769.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | morale and perceptions of school climate. PBIS is a whole school framework for establishing positive discipline practices that are consistent across all staff, students, and settings. It is a multi-tiered system of prevention that establishes a foundation for a healthy school environment. The model emphasizes both teaching and acknowledging students for meeting behavioral expectations and providing consistent and corrective responses for problem behavior. The focus of PBIS is prevention; not punishment.<br><br>In 2023-24, a PBIS school team will focus on improving the implementation of the PBIS system through a staff needs assessment to understand staff concerns and any underlying reasons for inconsistent implementation. The purpose of this step is to continuously improve the PBIS system while concurrently developing individual student support plans. The addition of a counselor at West Park Elementary School to provide social and emotional support for students (Action 2.5) and a Board Certified Behavior Analyst (BCBA) to provide the expertise needed to effectively understand student behaviors of low-income students and foster youth, support staff, and develop individual student plans, will result in healthier students who are more engaged in school and able to more effectively access core academic content. These supports are especially important in addressing the needs and circumstances of foster youth who commonly experience greater levels of trauma and low-income students who may not otherwise have access to mental health services.<br><br>The PBIS philosophy is student-centered and focused on character development and consistent positive reinforcement, providing structured, positive learning environments that our foster youth, low-income, and English learner students need. Implementation of the PBIS philosophy includes stipends for the additional work and meetings, the cost of supplemental materials and supplies, branding and messaging, substitute teacher costs, and educational incentives for low-income and English learner students. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The implementation of the PBIS system with integrity should result in decreases in office referrals, suspensions, and chronic absenteeism, and increases in attendance rates for our low-income students, English learner students, and foster youth. | | |
| **2.3** | Two-way Communication with Families | The district's low-Income and English learner students and their families are at the greatest risk of not receiving accessible district communications regarding learning, safety, engagement, and other important topics due to a variety of challenges including accessible language and translation. Low-income families may not be able to meet school staff or attend events where information is provided because of work hours or lack of transportation. Parents and families who don't speak English as their primary language may face additional barriers to receiving and understanding district communications.<br><br>Communication gaps should be minimized with the technology available to the district. The use of technological tools and resources to increase access to information is a significant benefit for our families and students. Access to important information facilitates and expanded the opportunities of the families of unduplicated student groups. It improves their overall experience as an educational partner and improves their ability to provide valuable input regarding their child's educational needs which impacts their academic and social, emotional, and behavioral success at school.<br><br>Electronic two-way communication systems such as automated phone calling systems, Google platform communication and outreach tools, Parent Square, Zoom, etc. enhance communication with parents and support the implementation of annual district surveys. District staff provides assistance to parents and other staff to enhance the effective use of technology.<br><br>Through the effective use of two-way communication tools, anticipated increases in parent decision-making and the active engagement of foster youth, low-income, and English learner students in school are | $96,307.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | expected as reflected in attendance rates and the annual family surveys. | | |
| 2.4 | Parent and Family Engagement | Based on parent educational partner input and survey data, parents and families indicate an interest in a parent club, volunteer opportunities, and parent classes that help parents know how to support their child's learning at home such as basic technology skills. Increased family engagement opportunities will support a more positive school climate and increase student engagement in school. Providing family engagement opportunities principally directed to the families of low-income students, English learner students, foster youth, and families of students with exceptional needs, will address the circumstances that impact student learning like the ability of non-English speaking families to support their child's learning at home and understanding how to access community resources such as health care and mental health services.<br><br>Planned activities include workshops with guest speakers, family nights, back-to-school night, open house, academic awards ceremonies, technology classes, English classes, and a parent club.<br><br>Plans to expand support and build the capacity of the district to provide high-quality family engagement opportunities are in place through the addition of a bilingual Community Engagement Specialist who will work in collaboration with parents, the community, the Pupil Services Specialist, teachers, and leadership to develop a robust family engagement plan to meets the unique needs of low-income families, English learner families and foster youth. The action includes a supplemental materials and supplies budget to ensure parents and families have the resources they need to effectively engage in personal learning and development. Surveys will be administered annually to assess parental participation, engagement, safety, and satisfaction. | $145,472.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Research supports that the opportunities for parents and families described here are positively correlated with increased engagement of their children in school. The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."<br><br>This action is expected to improve engagement for our educational partners, low-income students, English learner students, and foster youth as reported in the survey data and educational partner feedback. | | |
| **2.5** | Mental Health Support | Chronic absenteeism rates for low-income and English learner students are very high and increased significantly in the 2021-22 school year to 54.1% and 49.3% respectively. The rate for low-income students exceeds the Fresno County rate by 11 percentage points and the rate for English learner students exceeds the Fresno County rate by 10 percentage points. A survey of students and parents also suggests the emotional well-being of low-income and English learner students needs attention. The insecurities of income stability and the need for a stronger sense of community at school indicate an intentional and immediate response is needed to provide the interventions and support low-income students and English learner students need to re-engage in school.<br><br>West Park Elementary School District is committed to ensuring the physical and mental health of low-income students, English learner students, and foster youth by providing a counselor and contracted services with a non-profit, clinic-level mental health agency to provide mental health support for students and families. Mental health support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels | $121,120.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | of trauma and low-income students that may not otherwise have access to mental health services.<br><br>Research demonstrates and our own experience confirms that students who receive social, emotional, mental health, and behavior support achieve better academically. School climate, classroom behavior, engagement in learning, and students' sense of connectedness and well-being all improve as well. According to the U.S. Department of Health and Human Services, one in five children and adolescents experience mental health problems during their school years. Examples include stress, anxiety, bullying, family problems, depression, learning disability, and alcohol and substance abuse. Serious mental health problems, such as self-injurious behaviors and suicide, are on the rise, particularly among youth. Unfortunately, many children and youth do not receive the help they need, and disparities in access to care exist among low-income communities.<br><br>This action is expected to improve the mental health of low-income students and foster youth as reported in the survey data and educational partner feedback. It is anticipated that with increased mental health support, both chronic absenteeism and suspensions will decrease. | | |

## Goal Analysis [2022-23]

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.

Actions 2.1 and 2.2 are focused on students' engagement in school through a tiered system of support. These actions were not fully implemented as planned. Plans to hire a Pupil Services Specialist early in the year did not happen until later in the year. An important role of this position is to identify strategies that work to remove the barriers preventing students from actively engaging in school. A supplemental supplies budget was included in this action that was not fully expended since the program has been in the planning phase this year. Professional development and a supplies budget were planned to support the expansion of PBIS schoolwide at West Park Elementary School, however, a PBIS team has not yet been established which is a critical step to move this work forward. Action 2.3 was implemented

as planned, yet improved and more consistent communication efforts are planned for next year including regular translation of documents as required by law for Spanish-speaking families. Action 2.4 focuses primarily on strategies to actively engage families. This action was not fully implemented as planned but remains a priority. Thoughtful consideration was given to the development of the 2023-24 LCAP regarding the necessary staffing and expertise needed to effectively implement research-based family engagement strategies.

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.

Action 2.1 estimated actuals were less than planned expenditures because the position of Pupil Services Specialists was not hired until later in the year.
Action 2.2 estimated actuals were less than planned expenditures because the professional development was not scheduled due to a lack of substitute teachers and the absence of a PD plan. The PBIS materials/supplies budget was not expended due to the lack of a PBIS team and implementation plan.
Action 2.4 estimated actuals were less than planned expenditures because the parent engagement activities and parent education classes were not planned or implemented.

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

Actions 2.1 and 2.4 provide a team that consists of our current Pupil Services Specialist and a new Community Engagement Specialist in 2023-24 who will work together to eliminate the barriers that contribute to high levels of chronic absenteeism. While the 2022 chronic absenteeism rates indicate these actions were not effective in making progress toward this goal, this data is outdated, and we anticipate a very different outcome when the chronic absenteeism rates are published for 2022-23. The Pupil Services Specialist was in place mid-year and began monitoring student attendance immediately, connecting with families to understand the reasons for absences, and working with families to re-engage their children in school. The addition of a Community Engagement Specialist in 2023-24 will further help to reduce the chronic absenteeism of low-income students, English learner students, and foster youth.

Action 2.2, PBIS, was not effective in meeting the goals based on the increase in the suspension rate and the disparate rates for English learner students and Hispanic students. There is inconsistency in the English learner students had the highest suspension rate at 4.7% in 2022 and the rate for Hispanic students was also high at 3.7%. With the addition of a Board Certified Behavioral Analyst in 2023-24, it is anticipated that significant progress will be made in understanding student behaviors and building staff capacity to support the behaviors of low-income students, English learner students, and foster youth so that appropriate interventions and supports are provided before behaviors they escalate.

Action 2.3, communication, was somewhat effective in making progress toward the goal as evidenced in the parent survey. 61% of parents believe the school supports multiple opportunities to engage in understandable and accessible 2-way communication between families and educators. Planned improvements for 2023-24 for the communication process with the addition of a bilingual Community Engagement

Specialist are anticipated to increase the overall percentage of parents of low-income, English learner students and foster youth who believe 2-way communication is effective.

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

Action 2.2: The addition of a school counselor focused on social and emotional learning, and a Board Certified Behavior Analyst to support the behavioral needs of low-income students, English learner students, and foster youth.
Action 2.4: Changed the name from "Increasing Parent and Family Involvement in School Activities" to "Parent and Family Engagement"
Action 2.4: The addition of a bilingual Community Engagement Specialist.
Action 2.5: This is a new action. The addition of mental health support for students and families.

Metric: Parent and Family Engagement, changed the name to 'Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs' to more closely align with statutory requirements for parental participation.
Metric: Sense of Safety and School Connectedness, measures of parents and staff added, data source changed to also include parent and staff surveys

Goal: Slight revisions to the goal description were made to improve clarity without changing the overall meaning.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | Provide effective school operations to improve school attendance, support labor, maintain transportation services, sustain facilities and infrastructure, practice sound purchasing/acquisition protocols, provide food services, and secure appropriate operation/service agreements. |

An explanation of why the LEA has developed this goal.

This goal underscores the importance of providing all students and staff with safe, clean facilities conducive to learning thereby allowing teachers to teach and students to learn at the highest levels. The metrics are based on the district's FIT report and local survey results and will be used to ensure that all of West Park Elementary facilities are in good repair, and are well-kept (clean). As in each school year, school staff will provide the community with facility updates, needs, concerns, etc. In addition, all educational partners will have ongoing opportunities to comment and share concerns on the District's website, as well as at meetings throughout the school year.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Facilities Maintained in Good Repair | Facilities in good repair: 100%<br><br>Data Year: 2019-2020<br><br>Data Source: FIT Report | Facilities in good repair: 100%<br><br>Data Year: 2021-2022<br><br>Data Source: FIT Report | Facilities in good repair: 100%<br><br>Data Year: 2022-2023<br><br>Data Source: FIT Report | | Facilities in good repair: 100%<br><br>Data Year: 2023-2024<br><br>Data Source: FIT Report |
| Expanded Outdoor Learning Environments ELA | ELA Benchmark: 11.5% of students scored at 70% or above<br><br>Data Year: 2020-2021 | ELA Benchmark: 56% of students scored at 70% or above<br><br>Data Year: 2021-22 | ELA Benchmark: 8.5% of students scored at 70% or above<br><br>Data Year: 2022-23 | | ELA Benchmark: 80% of students scoring at 70% or above<br><br>Data Year: 2023-2024 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Data Source: Local Benchmarks | Data Source: Local Benchmarks | Data Source: Local Benchmarks | | Data Source: Local Benchmarks |
| Expanded Outdoor Learning Environments Math | Math Benchmark: 8.16% of students scored at 70% or above<br><br>Data Year: 2020-2021<br>Data Source: Local Benchmarks | Math Benchmark: 31% of students scored at 70% or above<br><br>Data Year: 2021-22<br><br>Data Source: Local Benchmarks | Math Benchmark: 5.0% of students scored at 70% or above<br><br>Data Year: 2022-23<br><br>Data Source: Local Benchmarks | | Math Benchmark: 50% of students scoring at 70% or above<br><br>Data Year: 2023-2024<br><br>Data Source: Local Benchmarks |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Expanded Learning Environments | Significant achievement gaps exist between overall student performance on statewide assessments and that of English learner students. Low-income students are performing significantly lower than their peers in both English language arts and math.<br><br>In order to increase student-to-student educational interactions and accelerate and enhance learning opportunities, an expansion of outdoor learning environments is planned. The district will develop additional outdoor learning areas that can be utilized for student instruction of core academic areas through project-based, hands-on learning opportunities. Outdoor spaces conducive to learning will increase their students' depth of knowledge and application.<br><br>This action is anticipated to be effective in increasing academic achievement as measured by state and local assessments. | $250,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.2 | Facility Monitoring | West Park Elementary School is located in an area where response and monitoring off-hours require more manpower than it can afford. The intent of this action is to decrease vandalism and to increase the supervision of areas that have low supervision. Perimeter protection and storage capacity will be increased, and coverage extended for delayed reporting of incidents. This will also provide data through automated electronic monitoring. The action will increase server capacity to allow for the expansion of the security system. | $40,000.00 | No |
| 3.3 | Clean and Safe Schools | West Park Elementary School District custodians serve the important role of maintaining the cleanliness and safety of our educational facilities, allowing students, staff, and families to enjoy a clean and secure environment for learning activities. Proper cleaning and maintenance can make a meaningful impact on educational success for both young learners and teachers. Research supports a positive correlation between facility cleanliness, air quality, and academic performance. | $95,881.00 | No |

## Goal Analysis [2022-23]

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.

The actions were implemented as planned using alternate funding sources. Action 3.1 and 3.3 provide for expansion, upgrades, and maintenance of facilities. This year, construction associated with facility upgrades provided challenges with maintaining a clean facility while construction crews were onsite. Action 3.2 provides for electronic surveillance of the facilities in support of a safe learning environment. In order to expand coverage and upgrade technology, additional investments will be made in the 2023-24 school year.

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.

Action 3.1 and 3.2 estimated actuals were $0 because expenditures were made with ESSER funds.

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

While local assessment data does not yet support the effectiveness of Actions 3.1 and 3.3 which provide for expansion, upgrades, and maintenance of facilities, the local survey data does provide evidence that students and families agree that West Park Elementary School District provides a welcoming environment. It will take several years and multiple construction projects to revitalize the facilities to ensure students are experiencing an optimal learning environment. With 67% of parents agreeing the school has clean and well-maintained facilities and 68% of students agreeing the schoolyard and buildings are clean, these actions are making progress in the right direction with the projects that are in place this year. The effectiveness of Action 3.2 was effective in making progress toward the goal as evidenced by the absence of vandalism.

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

Action 3.3 Clean and Safe Schools: This action is a new noncontributing action.

Goal: Slight revisions to the goal description were made to improve clarity without changing the overall meaning.

**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 [2023-24]

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $1,162,019 | $142,711 |

**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 |
|---|---|---|---|
| 36.18% | 29.93% | $957,396.39 | 66.10% |

**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.

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action while allowing other students to also benefit, as needed. We expect that by providing these actions/services to meet the unique needs of our English learner students, foster youth, and/or low-income students first, the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s). The required justifications for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action descriptions in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and is effective in helping close equity and performance gaps. Each "wide" action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the action considers the needs, conditions, or circumstances of the unduplicated pupils through its design, content, method, location, or another attribute, and (3) Explaining how the action is intended to help achieve an expected measurable outcome of the associated goal. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each "wide" action. We find this approach to be transparent and well-received by our community.

The contributing "wide" actions in this plan are:

1.2 Professional Development for Teachers and Paraprofessionals
1.4 Supplemental Instructional and Assessment Resources
1.5 Supplemental Support
1.6 Student Tutorial Support
1.7 Intersessions
1.8 Math and Reading Instructional Specialists
1.9 Paraprofessional Support for Students
1.11 Technology and Infrastructure to Support Student Learning
1.13 Class Size Reduction
1.14 School Instructional Leadership
2.1 Student and Parents: Positive Attendance Support
2.2 Positive Behavior Interventions (PBIS)
2.3 Two-way Communication with Families
2.4 Parent and Family Engagement
2.5 Mental Health Support

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

West Park Elementary School District has demonstrated it has exceeded the 66.1% proportionality percentage by providing increased/improved services to our English learner students, foster youth, and/or low-income students equivalent to an 81.83% proportionality percentage based on the contributing actions/services in this plan, which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are exceeding the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each

applicable action is principally directed and effective in the action's description meets/exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner students, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique action. We are using the increased funding to increase and improve services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal 1, Action 3 Integrated and Designated ELD

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

The district will use concentration grant add-on funds to partially fund Reading and Math Instructional Specialists (Goal 1, Action 8). While these positions were originally included in the 21-22 LCAP, the district has been unsuccessful in recruiting qualified staff, leaving these positions unfilled. We remain committed to increasing the number of specialized staff providing services to students and teachers as requested by educational partners, the district will enhance recruitment efforts and continue to seek to fill these positions in the 2023-24 school year.

| **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 | n/a | 38:1 |
| Staff-to-student ratio of certificated staff providing direct services to students | n/a | 14:1 |

## 2023-24 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $5,502,157.00 | $623,152.00 | | $794,872.00 | $6,920,181.00 | $5,393,754.00 | $1,526,427.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Access to a Broad Course of Study | All | $2,737,928.00 | $10,000.00 | | $421,012.00 | $3,168,940.00 |
| 1 | 1.2 | Professional Development for Teachers and Paraprofessionals | English Learners<br>Foster Youth<br>Low Income | $150,881.00 | | | $17,691.00 | $168,572.00 |
| 1 | 1.3 | Integrated and Designated ELD | English Learners | $137,153.00 | | | $34,349.00 | $171,502.00 |
| 1 | 1.4 | Supplemental Instructional and Assessment Resources | English Learners<br>Foster Youth<br>Low Income | $95,644.00 | | | | $95,644.00 |
| 1 | 1.5 | Supplemental Supports | English Learners<br>Foster Youth<br>Low Income | $185,596.00 | | | | $185,596.00 |
| 1 | 1.6 | Student Tutorial Support | English Learners<br>Foster Youth<br>Low Income | $55,500.00 | $277,509.00 | | | $333,009.00 |
| 1 | 1.7 | Intersessions | English Learners<br>Foster Youth<br>Low Income | $135,000.00 | | | | $135,000.00 |
| 1 | 1.8 | Math and Reading Instructional Specialists | English Learners<br>Foster Youth<br>Low Income | $391,899.00 | | | | $391,899.00 |
| 1 | 1.9 | Paraprofessional Support for Students | English Learners<br>Foster Youth<br>Low Income | $144,667.00 | | | $151,000.00 | $295,667.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.10 | Action Deleted | English Learners<br>Foster Youth<br>Low Income | $0.00 | | | | $0.00 |
| 1 | 1.11 | Technology and Infrastructure to Support Student Learning | English Learners<br>Foster Youth<br>Low Income | $40,000.00 | | | | $40,000.00 |
| 1 | 1.12 | Support To Students With Disabilities | Students with Disabilities | | $85,643.00 | | $105,643.00 | $191,286.00 |
| 1 | 1.13 | Class Size Reduction | English Learners<br>Foster Youth<br>Low Income | $551,025.00 | | | | $551,025.00 |
| 1 | 1.14 | School Instructional Leadership | English Learners<br>Foster Youth<br>Low Income | $150,000.00 | | | | $150,000.00 |
| 2 | 2.1 | Students and Parents: Positive Attendance Support | English Learners<br>Foster Youth<br>Low Income | $93,492.00 | | | | $93,492.00 |
| 2 | 2.2 | Positive Behavioral Interventions and Supports (PBIS) | English Learners<br>Foster Youth<br>Low Income | $164,769.00 | | | $35,000.00 | $199,769.00 |
| 2 | 2.3 | Two-way Communication with Families | English Learners<br>Foster Youth<br>Low Income | $96,307.00 | | | | $96,307.00 |
| 2 | 2.4 | Parent and Family Engagement | English Learners<br>Foster Youth<br>Low Income | $145,472.00 | | | | $145,472.00 |
| 2 | 2.5 | Mental Health Support | English Learners<br>Foster Youth<br>Low Income | $90,943.00 | | | $30,177.00 | $121,120.00 |
| 3 | 3.1 | Expanded Learning Environments | All | | $250,000.00 | | | $250,000.00 |
| 3 | 3.2 | Facility Monitoring | All | $40,000.00 | | | | $40,000.00 |
| 3 | 3.3 | Clean and Safe Schools | All | $95,881.00 | | | | $95,881.00 |

## 2023-24 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 |
|---|---|---|---|---|---|---|---|---|---|
| $3,212,036 | $1,162,019 | 36.18% | 29.93% | 66.10% | $2,628,348.00 | 0.00% | 81.83 % | **Total:** | $2,628,348.00 |
| | | | | | | | | **LEA-wide Total:** | $2,628,348.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.2 | Professional Development for Teachers and Paraprofessionals | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $150,881.00 | 0 |
| 1 | 1.3 | Integrated and Designated ELD | Yes | LEA-wide | English Learners | All Schools | $137,153.00 | 0 |
| 1 | 1.4 | Supplemental Instructional and Assessment Resources | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $95,644.00 | 0 |
| 1 | 1.5 | Supplemental Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $185,596.00 | 0 |
| 1 | 1.6 | Student Tutorial Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $55,500.00 | 0 |
| 1 | 1.7 | Intersessions | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $135,000.00 | 0 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.8 | Math and Reading Instructional Specialists | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $391,899.00 | 0 |
| 1 | 1.9 | Paraprofessional Support for Students | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $144,667.00 | 0 |
| 1 | 1.10 | Action Deleted | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | 0 |
| 1 | 1.11 | Technology and Infrastructure to Support Student Learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $40,000.00 | 0 |
| 1 | 1.13 | Class Size Reduction | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $551,025.00 | 0 |
| 1 | 1.14 | School Instructional Leadership | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $150,000.00 | 0 |
| 2 | 2.1 | Students and Parents: Positive Attendance Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $93,492.00 | 0 |
| 2 | 2.2 | Positive Behavioral Interventions and Supports (PBIS) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $164,769.00 | 0 |
| 2 | 2.3 | Two-way Communication with Families | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $96,307.00 | 0 |
| 2 | 2.4 | Parent and Family Engagement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $145,472.00 | 0 |
| 2 | 2.5 | Mental Health Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $90,943.00 | 0 |

## 2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $5,632,983.00 | $4,534,330.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Access to a Broad Course of Study | No | $3,448,483.00 | $3,029,847.00 |
| 1 | 1.2 | Professional Development for Teachers and Paraprofessionals | Yes | $81,500.00 | $83,847.00 |
| 1 | 1.3 | Integrated and Designated ELD | Yes | $108,000.00 | $3,558.00 |
| 1 | 1.4 | Supplemental Instructional and Assessment Resources | Yes | $105,000.00 | $85,775.00 |
| 1 | 1.5 | Supplemental Supports | Yes | $120,000.00 | $111,212.00 |
| 1 | 1.6 | Student Tutorial Support | Yes | $100,000.00 | $82,436.00 |
| 1 | 1.7 | Intersessions | Yes | $95,000.00 | $0 |
| 1 | 1.8 | Math and Reading Instructional Specialists | Yes | $325,000.00 | $0 |
| 1 | 1.9 | Paraprofessional Support for Students | Yes | $190,000.00 | $123,234.00 |
| 1 | 1.10 | Daily Supplemental Instructional Minutes | Yes | $120,000.00 | $0 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.11 | Technology and Infrastructure to Support Student Learning | Yes | $90,000.00 | $82,033.00 |
| 1 | 1.12 | Support To Students With Disabilities | No | $290,000.00 | $170,419.00 |
| 1 | 1.13 | Class Size Reduction | Yes | $0 | $492,789.00 |
| 1 | 1.14 | School Instructional Leadership | Yes | $0 | $73,833.00 |
| 2 | 2.1 | Students and Parents: Positive Attendance Support | Yes | $125,000.00 | $76,442.00 |
| 2 | 2.2 | Positive Behavioral Interventions and Supports (PBIS) | Yes | $140,000.00 | $13,340.00 |
| 2 | 2.3 | Two-way Communication with Families | Yes | $75,000.00 | $77,265.00 |
| 2 | 2.4 | Increasing Parent and Family Involvement in School Activities | Yes | $90,000.00 | $28,300.00 |
| 3 | 3.1 | Expanded Learning Environments | Yes | $90,000.00 | $0 |
| 3 | 3.2 | Facility Monitoring | No | $40,000.00 | $0 |

## 2022-23 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,273,481.00 | $1,854,500.00 | $1,334,064.00 | $520,436.00 | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.2 | Professional Development for Teachers and Paraprofessionals | Yes | $81,500.00 | $83,847.00 | 0 | 0 |
| 1 | 1.3 | Integrated and Designated ELD | Yes | $108,000.00 | $3,558.00 | 0 | 0 |
| 1 | 1.4 | Supplemental Instructional and Assessment Resources | Yes | $105,000.00 | $85,775.00 | 0 | 0 |
| 1 | 1.5 | Supplemental Supports | Yes | $120,000.00 | $111,212.00 | 0 | 0 |
| 1 | 1.6 | Student Tutorial Support | Yes | $100,000.00 | $82,436.00 | 0 | 0 |
| 1 | 1.7 | Intersessions | Yes | $95,000.00 | $0 | 0 | 0 |
| 1 | 1.8 | Math and Reading Instructional Specialists | Yes | $325,000.00 | $0 | 0 | 0 |
| 1 | 1.9 | Paraprofessional Support for Students | Yes | $190,000.00 | $123,234.00 | 0 | 0 |
| 1 | 1.10 | Daily Supplemental Instructional Minutes | Yes | $120,000.00 | $0 | 0 | 0 |
| 1 | 1.11 | Technology and Infrastructure to Support Student Learning | Yes | $90,000.00 | $82,033.00 | 0 | 0 |
| 1 | 1.13 | Class Size Reduction | Yes | $0 | $492,789.00 | 0 | 0 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.14 | School Instructional Leadership | Yes | $0 | $73,833.00 | 0 | 0 |
| 2 | 2.1 | Students and Parents: Positive Attendance Support | Yes | $125,000.00 | $76,442.00 | 0 | 0 |
| 2 | 2.2 | Positive Behavioral Interventions and Supports (PBIS) | Yes | $140,000.00 | $13,340.00 | 0 | 0 |
| 2 | 2.3 | Two-way Communication with Families | Yes | $75,000.00 | $77,265.00 | 0 | 0 |
| 2 | 2.4 | Increasing Parent and Family Involvement in School Activities | Yes | $90,000.00 | $28,300.00 | 0 | 0 |
| 3 | 3.1 | Expanded Learning Environments | Yes | $90,000.00 | $0 | 0 | 0 |

## 2022-23 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) |
|---|---|---|---|---|---|---|---|---|
| $3,199,181.00 | $1,273,481.00 | 31.82% | 71.63% | $1,334,064.00 | 0.00% | 41.70% | $957,396.39 | 29.93% |

# Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

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

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

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

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

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

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

***Required Descriptions:***

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

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

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

### Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

# Action Tables

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

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

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

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

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

## Data Entry Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

# Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

California Department of Education
January 2022

**ITEM:** 2023-2024 LCAP West Park Charter School

**PRESENTER:** Dr. Clark, Superintendent of West Park Elementary School District

**Date:** June 28th, 2023

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Seeking board approval for the 2023-2024 LCAP from West Park Charter School.

# LCFF Budget Overview for Parents

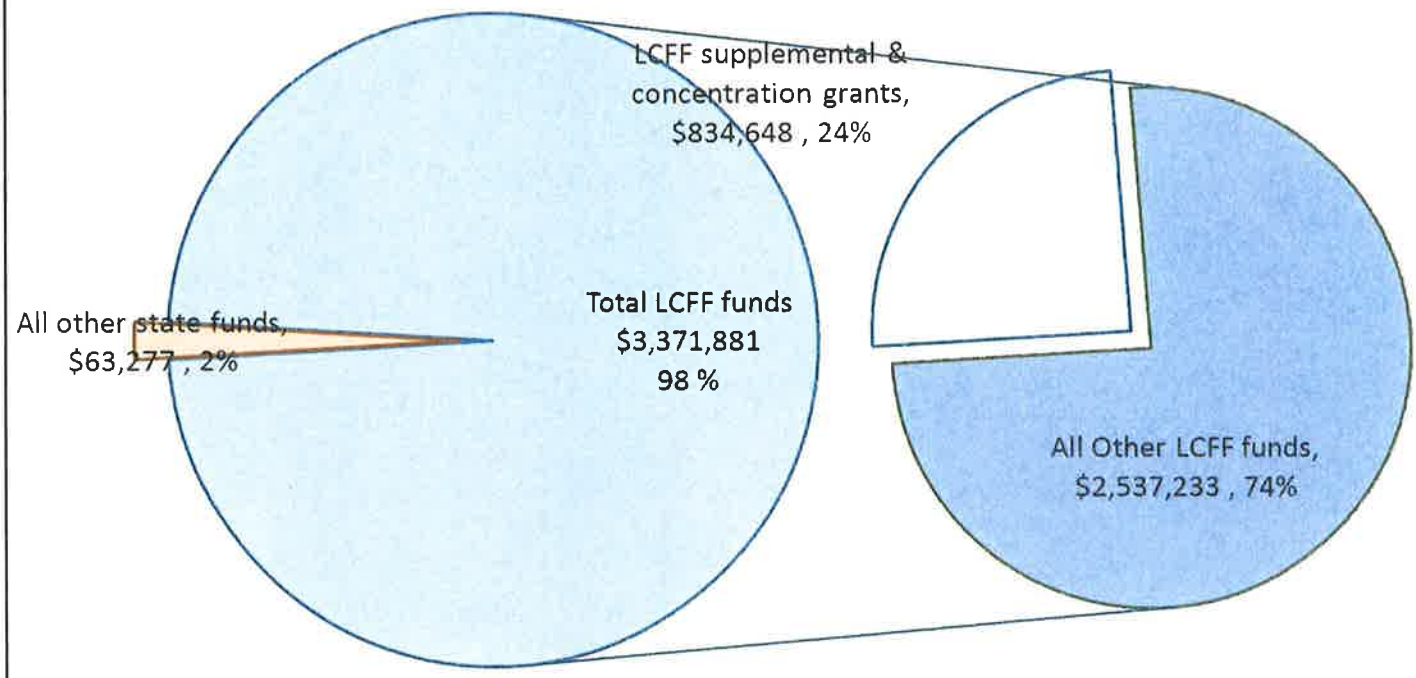
Local Educational Agency (LEA) Name: West Park Charter Academy
CDS Code: 10-62539-6112387
School Year: 2023-24
LEA contact information:
Dr. Brian Clark
Superintendent

(559) 233-6501

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 2023-24 School Year

## Projected Revenue by Fund Source

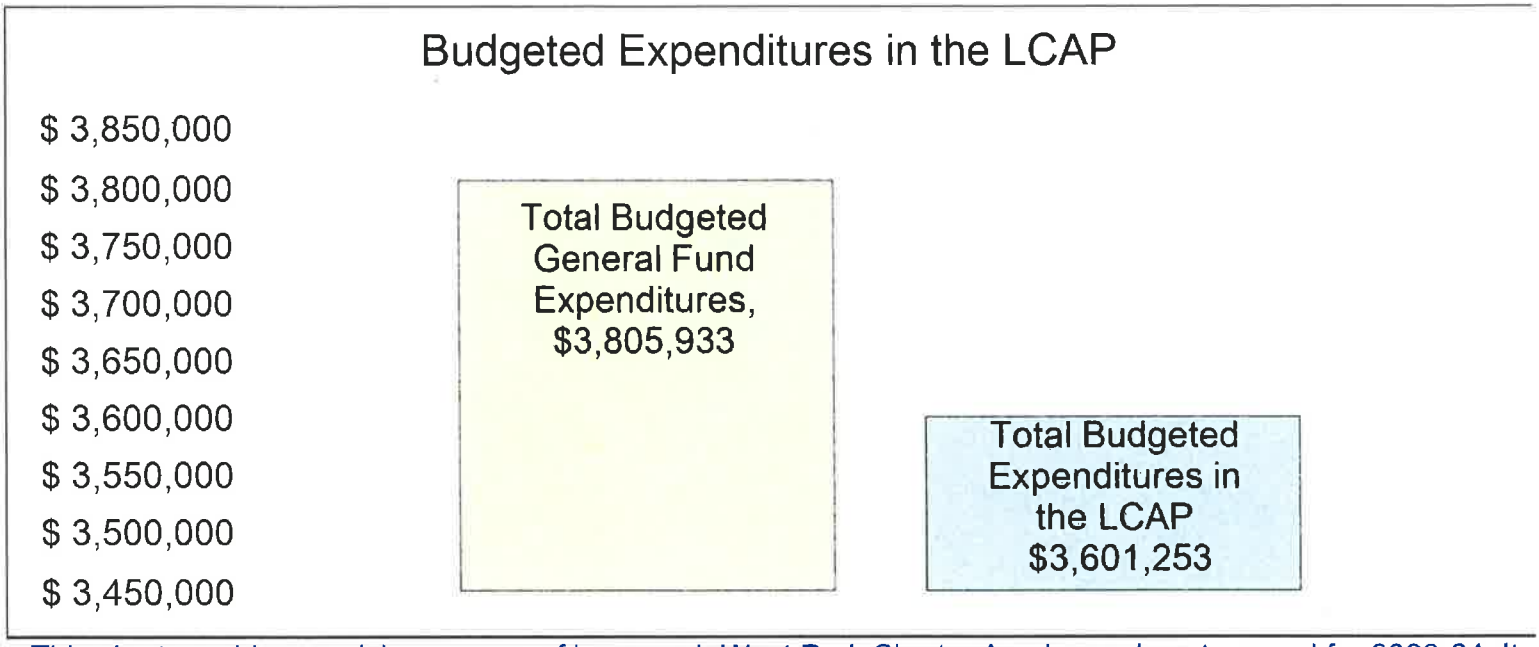



This chart shows the total general purpose revenue West Park Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for West Park Charter Academy is $3,435,158.00, of which $3,371,881.00 is Local Control Funding Formula (LCFF), $63,277.00 is other state funds, $0 is local funds, and $0 is federal funds. Of the $3,371,881.00 in LCFF Funds, $834,648.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much West Park Charter Academy plans to spend for 2023-24. 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: West Park Charter Academy plans to spend $3,805,933.00 for the 2023-24 school year. Of that amount, $3,601,253.00 is tied to actions/services in the LCAP and $204,680.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

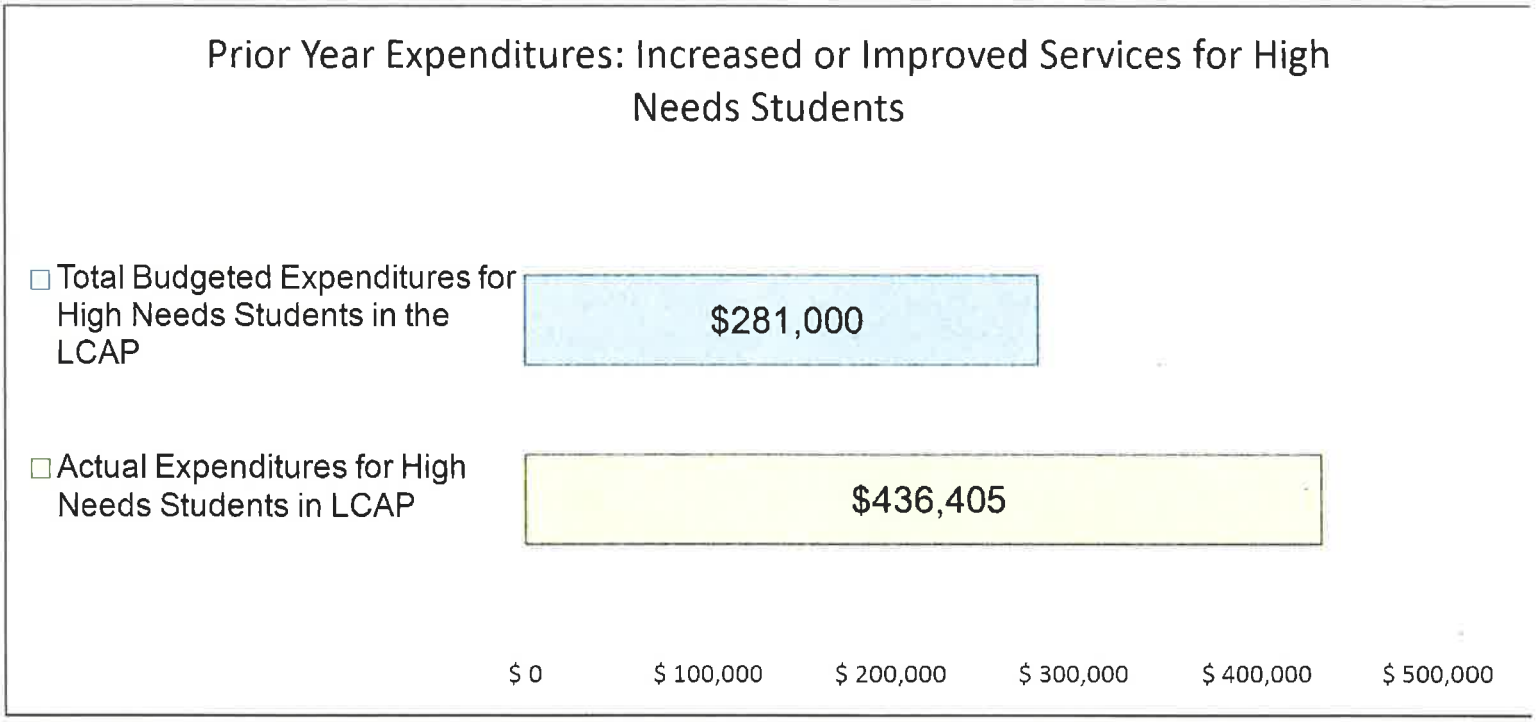
The $205K that is not included in the LCAP are expenditures related to district administration costs, utilities and other district operational costs.

# Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, West Park Charter Academy is projecting it will receive $834,648.00 based on the enrollment of foster youth, English learner, and low-income students. West Park Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. West Park Charter Academy plans to spend $1,379,524.00 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 2022-23




This chart compares what West Park Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what West Park Charter Academy 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 2022-23, West Park Charter Academy's LCAP budgeted $281,000.00 for planned actions to increase or improve services for high needs students. West Park Charter Academy actually spent $436,405.00 for actions to increase or improve services for high needs students in 2022-23.

# 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 |
|---|---|---|
| West Park Charter Academy | Dr. Brian Clark<br>Superintendent | brian_c@wpesd.org<br>(559) 233-6501 |

# Plan Summary [2023-24]

## General Information

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

West Park Charter Academy (WPCA) is a TK-12 independent study program with two learning centers located in the heart of the Central San Joaquin Valley (Fresno and Hanford, CA). The program serves students from not only those two cities but also from many surrounding communities and school districts. Students at WPCA are required to meet with their teacher for a minimum of one hour per week, although many of our students visit the learning centers throughout the week for required labs/classes, tutoring, use of technology, etc. (in addition to the one hour per week appointment with their teacher). WPCA has ensured that all students have access to print and digital core and supplemental curriculum, as well as devices needed for learning (i.e. Chromebooks and WiFi hotspots).

WPCA's students come to the program with a vast array of educational backgrounds, experiences, academic proficiency, and social and emotional learning needs. Some students seek the independence, flexibility, and "college feel" of the program, while some are working to recover credits; others have not met their academic potential in a traditional school setting. In the Spring of 2023, enrollment is 230 students. The majority of students attending WPCA (89%) are from low-income families, 77% are Hispanic, 14% are English learner students, and less than 1% are foster youth.

WPCA's teachers, counselors, and support staff are committed to the program's mission and vision to help every student maximize their academic and personal potential, as well as prepare them to be competitive in the 21st Century workplace. All paraprofessionals meet the

requirements for serving as tutors for students in grades TK-12. Every staff member is committed to their personal growth and participates in professional learning opportunities throughout each school year. Through training and support, WPCA's staff is better prepared to serve our students which helps to increase students' academic achievement. The ultimate goal is for all students at WPCA to be well-prepared for postsecondary opportunities upon graduation, whether that is attending college or a vocational program, joining the military, or joining the workforce.

WPCA was granted a six-year Western Association of Schools and College (WASC) Accreditation through 2024, with a 2-day follow-up visit in 2021. In February of 2021, WPCA hosted a 2-day mid-cycle WASC visit which was conducted virtually due to the pandemic. During the visit, WPCA's educational partners had the opportunity to provide feedback regarding their involvement, participation, and overall experience. The WASC Visiting Committee synthesized the information and presented the educational partners with areas of strength and areas of focus. Since the February 2021 WASC follow-up visit, WPCA staff has worked collaboratively to address and respond to the WASC Visiting Committee's recommendations and has continued to build on its strengths.

In the 2023-24 school year, WPCA's WASC Accreditation is up for renewal. The ongoing six-year cycle begins with an intensive self-study whereby WPCA must demonstrate the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement. WPCA must assess its program and its impact on student learning with respect to the WASC criteria/indicators and other accreditation factors.

## Reflections: Successes

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

The California School Dashboard is designed to help parents and educators identify strengths and areas for improvement. The Dashboard reports how schools and student groups are performing as measured by state and local indicators aligned to the state priorities. The state priority areas reflect the belief that many factors can positively impact student success. The priorities are grouped into the following three categories; 1) conditions for learning, 2) engagement, and 3) student outcomes.

The West Park Charter Academy 2022 California School Dashboard and local survey data indicate high levels of student and family engagement in the West Park Charter Academy program. However, the priority area of student outcomes is an identified need which is discussed in the next section.

The West Park Charter Academy 2021-22 Chronic Absenteeism Rate was 2.2% as reported in the 2022 California School Dashboard. This rate is significantly lower than most schools throughout California during the 2021-22 school year. The independent study design of the program likely contributed to low chronic absenteeism since students do not physically attend school with the exception of a required weekly one-hour meeting with teachers at the learning centers and other optional visits to the learning centers to participate in meetings or in-person learning opportunities. The design of West Park Charter Academy's program also contributes to lower suspension and expulsion rates as students do not frequently interact without adult supervision or in non-academic environments. As reported in the 2022 California School

Dashboard, there were no suspensions during the 2021-22 school year. Also, a survey of students during the 2022-23 school year revealed high levels of respect between students and teachers, further positively impacting high engagement levels. Nearly all students in grades 9-12 responded to the survey, 89% believe their teacher wants them to succeed in school, and 70% believe the teachers and adults at school treat students fairly.

A survey of families during the 2022-23 school year demonstrated that 82% of parents agree or strongly agree that West Park Charter Academy has created a welcoming environment for all families in the community, promotes the academic success of all students, and provides families with information and resources to support student learning and development in the home. Most students (85%) and their parents agree that students feel safe while attending the learning centers.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The West Park Charter Academy 2021-22 Graduation Rate was 46.8% as reported in the 2022 California School Dashboard. As a consequence of a very low graduation rate, West Park Charter Academy was identified as a Comprehensive Support and Improvement (CSI) school in California. WPCA was first identified as a CSI school based on its Graduation Rate of 64.3% in the 2017-18 school year. In the years between 2018 and 2022, improvements were made and the WPCA Graduation Rate increased to 65.1% in the 2018-19 school year, 71.8% in the 2019-20 school year, and 70.8% in the 2020-21 school year. However, in the 2021-22 school year, a sharp decline in the percentage of students graduating from WPCA was observed, declining to 46.8%. Understanding the root causes for this decline and integrating strategies to reverse this trend is the work to be accomplished in the implementation of the CSI plan. In order to improve in this area, WPCA staff has received support from the FCSS during the 2022-23 school year which will continue into the 2023-24 school year.

This identification comes with specific requirements as outlined by California Education Code. Charter schools with this designation must collaborate with educational partners to locally develop and implement a plan to improve student outcomes. The LCAP may serve as the improvement plan as long as it includes specific criteria. The CSI prompts in this section and the Engaging Educational Partners section of the LCAP must include details about the engagement process. The identified CSI school must engage in a needs assessment. The details of the WPCA needs assessment are included in this section of the plan. The CSI plan must be informed by all State Indicators. The Reflections sections of this plan provide this detail. The CSI plan must also include evidenced-based actions and the CSI funds received must be included in the LCAP actions. Finally, CSI schools must identify any resource inequities in their CSI plan. This includes any actions that need to be taken to ensure equitable resource allocation for unduplicated student groups or other identified student groups that may need a greater allocation of resources to be guaranteed equitable opportunities for learning and personal growth. All of the required elements of the CSI plan are incorporated in this 2023-24 WPCA LCAP.

In addition to a very low graduation rate, academic performance in English language arts and mathematics as measured by the Smarter Balanced Assessments (SBAC) and reported in the 2022 California Schools Dashboard show significant declines in performance over time for all students and a significant gap between the performance of English learner students and all students in both academic areas.

As detailed on the 2022 California School Dashboard, WPCA's greatest needs include the following:

GRADUATION RATE
2021-22 school year
Overall: 46.8%
Low Income: 46.6%
Hispanic: 41.5%
No other individual student group rates were reported.

COLLEGE/CAREER READINESS
2021-22 school year
8% of graduates completed academic or CTE subject college credit courses with a grade of C- or better
0% of graduates met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better
0% of graduates completed at least one CTE Pathway with a grade of C- or better

In 2020, of the 50 high school completers, only 13 (26%) enrolled in college, as compared to 63% in Fresno County and 57% statewide. In response, a partnership between local community colleges (Fresno City College and West Hills College) was established in August 2020. This partnership ensures high school students enrolled at WPCA have the opportunity to take Career and Technical Education (CTE) courses, as well as other courses at those colleges (i.e. dual-enrollment and High School Enrichment Program courses). Beginning in 2021-22, WPCA students have the opportunity to participate in the following Career & Technical Education (CTE) Pathways:

- Professional Photography (Fresno City College)
- Business Bookkeeping (Fresno City College)
- CSU/UC Transfer Pathway (Fresno City College)
- Culinary Arts (West Hills College)
- CSU/UC Transfer Pathway (West Hills College)

WPCA will continue to provide students with a variety of opportunities to better prepare them for college/career/postsecondary opportunities. Some of these opportunities include ongoing support from an academic counselor, field trips, college campus visits/tours, career days, math labs, support in applying to the Youth Workforce Connection (for work experience), and other local work experience/certification opportunities.

PERFORMANCE IN ENGLISH LANGUAGE ARTS
2021-22 school year
Overall: 33.1%
Low Income: 35.8%
English Learners: 9.1%

The 2022 California School Dashboard indicates that 111 students in grades 3-8 and 11 tested in the Spring of 2022. The results show the overall scores in the "low" category with 33.1% of students meeting or exceeding standards in English language arts. There is a significant performance gap between the performance of English learner students at 9.1% meeting or exceeding standards compared to 33.1% overall. WPCA teachers and support staff have continued to receive training from FCSS and curricular program trainers and teachers have been working to implement activities and strategies to improve instruction and meet the needs of students, particularly English learner students. WPCA teachers/staff will continue its partnership with FCSS during the 2023-2024 school year and receive ongoing support to better meet the needs of our students.

PERFORMANCE IN MATHEMATICS
2021-22 school year
Overall: 8.4%
Low Income: 10%
English Learners: 0%

The 2022 California School Dashboard indicates that 110 WPCA students in grades 3-8 and 11 tested in the Spring of 2022. The results show the overall scores are in the "very low" category with only 8.4% of students meeting or exceeding standards as measured by the Smarter Balanced Assessment in Mathematics. English learner students faired poorly with no students meeting or exceeding standards in math during the 2021-22 school year. In order to address the needs of students at WPCA, professional learning opportunities and one-on-one coaching will continue to be provided to teachers and support staff throughout the 2023-24 school year.

ENGLISH LEARNER PROGRESS
2021-22 school year
37.5% of English Learners made progress toward English language proficiency

Based on the 2022 California School Dashboard, English Learner Progress Indicator, 37.5% of WPCA English learner students are making progress toward English language proficiency compared to 50.3% making progress towards English language proficiency in California. WPCA staff has continued to work to provide English learner students with ongoing opportunities to practice and strengthen the skills of listening, speaking, reading, and writing during Integrated and Designated ELD instruction. Additionally, teachers participated in ELA/ELD professional learning opportunities through the Fresno County Superintendent of Schools (FCSS). They have spent time focusing on learning how to better address the English Language Development (ELD) standards with their students by implementing proven activities and strategies. WPCA employs a full-time Spanish/ELD teacher, as well as a part-time ELD specialist to work with students from both the Fresno and Hanford learning centers.

## LCAP Highlights

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

WPCA places a high priority on student achievement and teacher/staff support (i.e. professional development/learning opportunities, workshops, conferences, etc.). The goals and actions from the 2023-24 LCAP are aligned with the program's WASC Action Plan and support:

- Increasing student achievement on state and local assessments in the areas of ELA, ELD, and Math
- Effective implementation of the CCSS by providing professional learning opportunities for teachers and support staff in the areas of Math (performance tasks/rubrics, Math Practices, solving real-life word problems), ELA (Guided Reading, Close Reading, Academic Vocabulary development, Writing, etc.), Technology, and Visual and Performing Arts (VAPA)
- Continued training for ELA, Math, and History/Social Science curriculum and supplemental digital programs (Lexia Core5 and PowerUp, Reading Plus, IXL, iLit(ELL))
- Students in reading, math, and technology through computer-based programs such as IXL, Lexia Core5 and PowerUp, Reading Plus
- Students in becoming college and career ready through CTE and college courses (dual-enrollment and High School Enrichment Program courses) at local community colleges
- The preparation of students for college, career, and postsecondary opportunities through partnerships, guidance counseling, college campus visits, rigorous state-adopted curriculum, academic support, and materials needed
- Providing students and staff with the necessary technology and online programs to support learning
- Development of an educational partnership to engage in an in-depth self-study in preparation for WASC accreditation in 2024

## 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.

West Park Charter Academy

### *Support for Identified Schools*

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

West Park Charter Academy's (WPCA's) Comprehensive Support and Improvement (CSI) plan is based on student achievement and partner engagement data regarding the academic and social-emotional needs of students. WPCA will utilize its LCAP to outline strategies to address the needs that have surfaced and will continue to address the needs during the 2023-24 school year. Although many actions in the plan have been a focus for several years, there are some key areas that WPCA will focus on during the 2023-24 school year to reverse the graduation rate trend evidenced in 2022 that led to the identification of WPCA as a CSI school.

Educational partners will have ongoing opportunities to provide feedback during the 2023-24 school year. These opportunities include monthly board meetings during open sessions, quarterly ELAC meetings, WASC self-study meetings, surveys, family engagement events, a comment/suggestion portal on the district's website, and through Parent Square which is an online communications platform. Partner feedback will be collected by program staff and administration and reviewed/discussed routinely during leadership meetings. Strategies provided by the FCSS team will be utilized to reflect on feedback provided by educational partners in order to be intentional and take the necessary time to identify underlying root causes and respond to the needs of students, staff, and families. The partnership with families is a significant element of the CSI plan and will provide insights to fully understand how to reverse the declining graduation rate, increase college-going rates, and improve student academic performance overall.

Through the WASC self-study during the 2023-24 school year, educational partners will have the opportunity to review and analyze the program's progress, areas of strength, and areas of focus. The following critical student learning needs are included and outlined in the current WASC Action Plan and will be examined during the self-study process:

- Student Proficiency—Improve student performance on local and state English Language Arts (ELA), Math, and ELD assessments
- Post-Secondary Preparation—Enhance, develop, and organize programs that better prepare students for college and career

To ensure WPCA's students achieve academically, it is important that quantitative and qualitative data be collected and analyzed by teachers, administration, and support staff on a regular basis. The data to be collected and analyzed during the 2023-24 school year include:

- Semester grades and credit completion - Academic/guidance counselors meet with students in grades 9-12 (and their parents/guardians) at least once per semester to review the academic plan as well as credit completion. Depending on the progress made, a student's academic plan may be revised to meet her/his academic needs (i.e. additional credit taken during a particular semester, enrollment in college courses, etc.).
- Renaissance Assessment Scores (STAR Reading and STAR Math) - Students take these assessments three times per year, and progress is monitored throughout the year to help guide instruction.
- Benchmark Scores in ELA and Math - Data is reviewed by teachers and administration during PLCs and one-on-one meetings; teachers review results with students and parents/guardians following the benchmark administration. Instruction is guided/driven by each student's results.
- Effectiveness of Professional Learning and Implementation of Best Practices for teachers and support staff (ELA and Math) - Through routine surveys and evaluations, teachers and support staff provide input/feedback on professional learning opportunities.
- Opportunities for Students in Grades 9-12 to Take College Courses (CTE Pathways and High School Enrichment Program) - A partnership has been established with Fresno City College and West Hills College that will provide additional post-secondary opportunities for students.
- Monthly Data-driven Professional Learning Communities (i.e. reviewing Renaissance, Lexia, & Reading Plus data)
- On-site (twice per week) Algebra and Geometry classes for high school students
- Use of staff meeting time to discuss data
- Curriculum committee meetings to review state-approved adopted core curriculum
- Improved/enhanced communication with parents

- Continue to promote parent engagement, rigor, and literacy
- Assignments/projects that directly address the Schoolwide Learning Outcomes

The CSI plan will be adjusted as necessary depending on students' needs. Partner input is also critical to the overall refinement of the plan and selection of evidence-based interventions.

In addition to the analysis of student academic progress, stakeholder input/feedback plays a vital role in selecting effective evidence-based interventions. Through staff surveys, staff meetings, and committee meetings, various interventions have been identified and are currently being implemented. One example includes the professional learning that teachers are receiving during the 2022-2023 school year. In response to the differentiated needs of teachers and support staff, WPCA has shifted from a "whole group" approach to a one-on-one coaching model. As evidenced through staff feedback, this shift is benefitting teachers by providing them with the differentiated support needed to meet the individual needs of their students. In 2023-24, SPCA teachers and the instructional leader will work closely together in collaboration with FCSS content specialists and leadership coaches to identify and implement evidence-based interventions. Professional learning opportunities in the areas of ELA, math, VAPA, and technology will be provided to teachers and support staff including one-on-one and/or small-group coaching, workshops, and webinars. Some of the areas that teachers and support staff will receive training and coaching in include:

- Best practices in virtual instruction: effective use of technology (software & hardware) to provide strong instruction to students
- Implementation of the California Common Core State Standards (ELA and Math): essential standards that will be focused on to close the gap in students' learning loss
- Formative Assessment: to identify learning loss and check for understanding
- Social-Emotional Support: supports that will be provided to students by teachers, academic/guidance counselors, and the program's school psychologist
- Mandatory weekly tutorial services for students receiving a D or an F in a Core class

All of the program's efforts and interventions were identified through the analysis of educational partner input and student data. It is evident that our students need additional support to progress academically in ELA and math, graduate, and equitably access postsecondary opportunities. A lack of these additional supports has contributed to the program's graduation rate being significantly lower than the state's average. For this reason, teachers and support staff will receive a combination of collective and individual (differentiated) professional learning to address the areas listed above in order to significantly change outcomes for students. The district believes that supporting and equipping teachers and support staff directly correlates to improved student achievement. The instructional leader will receive weekly support from FCSS leadership coaches. This will allow for reflection and dialogue, and ensure that the planned actions are being implemented.

The goal is that WPCA's CSI plan will strengthen equitable opportunities and access to future educational opportunities for all students. Through the plan, each student will continue to receive a high-quality, rigorous, standards-based education (from a credentialed teacher)—one that prepares each and every student for post-secondary opportunities. All students will have access to a Chromebook (to be used at home for school-related assignments/research/projects), and a WiFi hotspot if needed. In addition, all students who enroll are provided with a district Gmail account (with access to the G-Suite resources), access to the standards-aligned core curriculum (print and digital curriculum),

access to CTE Pathways and/or other courses at local community colleges, and other necessary materials/supplies. Furthermore, the planned WASC self-study process in 2023-24 (consisting of qualitative and quantitative partner engagement) will serve the program well in identifying any additional resource inequities that may need to be addressed.

Looking forward to 2023-24, WPCA will continue to support student achievement and improve the graduation rate by utilizing feedback from surveys, interviews, informational meetings, and district meetings, and monitoring students' credit completion progress (at least 27.5 credits per semester). Doing so will support the program's continuous improvement toward equity, access, and academic achievement for all students.

## *Monitoring and Evaluating Effectiveness*

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

West Park Elementary School District administration and certificated staff will continue to work closely together, and also in conjunction with the FCSS CSI support specialist(s)/Leadership Coaches throughout the 2023-2024 school year in monitoring the implementation and effectiveness of the CSI plan. The program's plan will continue to address the academic needs of students at West Park Charter Academy. The data/metrics to be monitored throughout the school year include (but are not limited to):

- 2023 Dashboard data/results
- 2023 CAASPP results (administered in the Spring '23 semester)
- 2023 ELPAC results (administered in the Spring '23 semester)
- 2022-23 benchmark results
- 2022-23 Renaissance results (STAR Reading & STAR Math)
- 2022-23 progress in supplemental literacy programs (Lexia Core5, Lexia PowerUp, & Reading Plus)
- 2022-23 demographic data (enrollment, attendance, staffing)
- 2022-23 educational partner survey results
- 2022-23 process data (LCP, budgeting, PLCs)
- 2022-23 semester course completion rates

Since WPCA is identified as CSI due to its graduation rate, leaders, counselors, and teachers will routinely monitor students' progress and credit completion (1-2 times per semester). A requirement to graduate from WPCA is that students earn 220 credits, which means all students must earn a minimum of 27.5 credits per semester to stay on pace for graduation.

The following information is used by WPCA's counselors and administrators as a guide for credit completion and is shared/reviewed with students and parents/guardians:

- Freshmen: 55 credits earned by end of year
- Sophomores: 110 cumulative credits earned by end of year
- Juniors: 165 cumulative credits earned by end of year
- Seniors: 220 cumulative credits earned by end of year

WPCA will monitor and evaluate the effectiveness of the CSI plan using the following methods:

- CSI Webinars—Program administration will continue attending the CSI webinars provided by the FCSS and CDE during the 2023-24 school year. The administration will actively participate, share progress and areas of growth, and share and receive ideas/input from other school administrators.
- Educational Partner Input—Partners will be given multiple opportunities to provide feedback/input through surveys, the district's website (comment section), and direct contact with teachers and administration.
- WASC Meetings—Hold at least three (3) WASC partner engagement meetings during the 2023-2024 school year; combined with LCAP partner engagement meeting in the spring of 2024.
- Board Meetings—The West Park Elementary School District (Public) Board Meetings take place on the second Monday of each month and are open to the public.
- Staff Meetings—The WPCA teaching and support staff meet 2-3 times each month to discuss and respond to the academic and social-emotional needs of students.
- ELAC Meetings—WPCA holds ELAC meetings four times yearly (twice per semester).
- Academic Leadership Team Meetings—The Academic Leadership Team meets at least once per month and consists of teachers, the superintendent, the charter director, and the elementary administrator.
- Professional Learning Community (PLC) Meetings—WPCA's PLC consists of the program's five core teachers (ELA, Math, History/Social Science, Science, Spanish). This committee meets four times per year (twice per semester) to review/discuss and create plans to address the curricular needs of the program.
- Educational Partner Surveys/Results—Multiple opportunities to provide input/feedback are given to students, parents/guardians, and staff throughout the school year.
- High School Senior Exit Interviews—Interviews occur twice a year- once before Winter Break for December graduates, and once in the Spring for May graduates. In addition to gaining valuable experience in being interviewed by a panel (the program's counselors and director), students are able to provide qualitative data pertaining to the impact that WPCA has had on them academically and social-emotionally. This student feedback is collected, analyzed, and reviewed by teachers and support staff. In the past years, student feedback has resulted in more academic and social-emotional support including additional paraprofessionals and tutors with math and writing skills, and college campus field trips.

In addition to the above-mentioned efforts, the program's administration, teachers, counselors, and support staff will monitor the implementation of the plan with monthly check-ins. The check-ins will ensure the program maintains momentum with regard to supporting students' academic and social-emotional growth, as well as the staff's professional development. As outlined in the Parent/Student and Certificated Staff Handbooks, protocols for attendance, work completion, participation, and credit completion remain the same. All parents/guardians and students will receive regular progress reports, and when necessary, students will be referred for mandatory tutoring. Outreach to parents/guardians and students will be made via phone calls, mailed letters, emails, messages via Parent Square, and home visits. Additionally, the program's two academic/guidance and CTE counselor are available to support the academic and social-emotional needs of students.

The effectiveness of the CSI Plan is measured by:

- An increased graduation rate to well above 68% which led to the school's identification as a CSI school
- An increased number of students progressing academically on state and district ELA and Math assessments (including ELD)
- An increased number of students successfully completing high school credits each semester
- An increased number of students earning higher grades (and meeting or exceeding standards on assessments)
- An increased number of students successfully completing CTE, dual-enrollment, and/or high school enrichment program courses at Fresno City College and West Hills College

WPCA is confident that by remaining diligent in addressing the areas outlined in its current plan it will yield improved results. WPCA will keep student outcomes at the forefront, and will continue to monitor students' progress very closely; through careful analysis, reflection, and discussion, the necessary improvements will lead to improved results.

# Engaging Educational Partners

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

West Park Charter Academy (WPCA) understands the importance of providing partners with opportunities for engagement and participation when developing the LCAP. WPCA has utilized a combination of surveys (staff, students, and parents/guardians) and meetings to gather input. The surveys were distributed electronically via Google Forms to staff, students, and parents/guardians in March 2023. Survey results were analyzed by WPCA's administrative team and presented to the community at the April 2023 board meeting.

In addition to the survey and input sessions, WPCA's parents/guardians had opportunities to provide feedback/input during:

- Monthly public board meetings during the public comment period
- Quarterly ELAC meetings
- District's comment section on the website

WPCA's certificated and classified school personnel had various opportunities to provide feedback/input throughout the 2022-23 school year. They included:

- Staff meetings
- Monthly public board meetings
- WASC committee meetings

The administration, including the dean of schools and the superintendent, provided ongoing input during the development of the LCAP.
The draft 2023-24 LCAP was presented to all educational partners on the district website for comment and suggestion from May 30 to June 23, 2023.
WPCA consulted with special education administrators through regularly scheduled IEP meetings.

WPCA will continue to consult with all statutorily required groups on an ongoing basis. All educational partners have various opportunities to provide feedback/input regarding the program's LCAP goals & actions, WASC Action Plan, and all other academic & support services.

The public comment period took place from June 9 to June 28, 2023. The public hearing of the LCAP took place on June 12, 2023. The Local Indicators Report was presented during the same meeting.

The LCAP was approved by the WPESD Governing Board at a special meeting on June 28, 2023, followed by approval of the budget.

A summary of the feedback provided by specific educational partners.

Feedback from educational partners compiled through surveys, meetings and interviews informs the direction of WPCA's programs which are student-centered and focus on improving student outcomes. The following feedback was shared during these various opportunities in the 2022-23 school year:

WPCA parents/guardians provided the following feedback:

- additional electives for 9th-12th graders
- additional tutors (and time allotted for tutoring) to provide academic support for students in grades K-12
- improved school lunches for students who remain on-site for more than 2 hours
- culturally responsive curriculum for students
- opportunities for students to take music and art classes
- increased parent/guardian and family engagement opportunities/activities

WPCA students provided the following feedback:

- continued access to college courses
- additional electives added to the course catalog
- social events
- field trips to college campuses, museums, Yosemite, etc.
- sports (intramural, club, team)
- student council
- student clubs

WPCA's certificated and classified staff provided the following feedback:

- opportunities for consistent, personalized professional development
- allotted time for planning/prepping lessons, data review, WASC items
- continued access to devices/technology for instruction and support
- additional staffing to provide teaching and academic support

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

Several aspects of the LCAP were influenced by specific input and are reflected in the LCAP actions. The input focuses on increasing the academic achievement of all students and aligns with the WPCA WASC Action Plan.

- Parents/guardians would like to see the program provide additional academic support to their students and they are requesting additional tutoring staff and time
- Teachers and support staff request targeted, focused professional development that is delivered both whole group and one-on-one (coaching)
- Strengthen school connectedness by planning and holding various engagement opportunities such as school dances, BBQs, field days, intramural sports, clubs, parent art nights, student council, etc.
- Strengthen school connectedness by continuing access to online communication platforms such as ParentSquare

- Students, parents/guardians, and staff want all students to graduate well-prepared for postsecondary opportunities by accessing CTE, dual-enrollment, and High School Enrichment Program courses at local community colleges

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | All students at West Park Charter Academy will increase in achievement and proficiency levels in ELA, ELD, and Math, and be prepared for postsecondary opportunities. |

An explanation of why the LEA has developed this goal.

West Park Charter Academy (WPCA) developed this broad goal to ensure that all students receive a standards-based education that will make them viable to employers in the 21st century. Students will have access to credentialed teachers, increase in achievement/proficiency in ELA, ELD, Math, and graduate from our program well-prepared for postsecondary opportunities. The district understands the impact of highly effective, targeted, and standards-based instruction and assessment. The metrics and actions will be used to achieve this goal and include data from the California School Dashboard, CALPADS, CBEDS, DataQuest, and other local indicators/sources. Furthermore, this goal will ensure our students have access to state-approved, evidence-based core & supplemental curriculum, as well as opportunities to expand their learning (CTE Pathways, Dual-Enrollment, and High School Enrichment courses).

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Appropriately assigned and fully credentialed teachers | 0% Misassignments<br>0% Vacancies<br>Data Year: 2020-21<br>Data Source: HR Department | 100% of teachers appropriately assigned and property credentialed<br>Data Year: 2021-22<br>Data Source: HR Department | 100% of teachers appropriately assigned and properly credentialed<br>Data Year: 2022-23<br>Data Source: HR Department | | 1% Misassignments<br>1% Vacancies<br>Data Year: 2023-24<br>Data Source CBEDS Fall 2024 |
| Access to standards-aligned instructional materials | 100% Access<br>Data Year: 2020-21<br>Data Source: Internal Review | 100% Access<br>Data Year: 2021-22<br>Data Source: Internal Review | 100% Access<br>Data Year: 2022-23<br>Data Source: Internal Review | | 100%<br>Data Year: 2023-24<br>Data Source: Internal Review |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Implementation of standards for all students and enable ELs access to CCSS and ELD standards | Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.<br><br>Data Year: 2020-21<br>Data Source: 2021 Teacher Survey and Priority 2 Self-Reflection Tool | Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.<br><br>The charter academy had a rating of 4 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.<br><br>Data Year: 2021-22<br>Data Source: 2022 Teacher Survey and Priority 2 Self-Reflection Tool | Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.<br><br>The charter academy had a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.<br><br>Data Year: 2022-23<br>Data Source: 2023 Teacher Survey and Priority 2 Self-Reflection Tool | | Full Implementation & Sustainability<br>Data Year: 2023-24<br>Data Source: 2024 Teacher Survey and Priority 2 Self-Reflection Tool |
| Smarter Balanced ELA<br>Note: Local benchmarks will be used until CAASPP results become available | Met or Exceeded Standards in ELA:<br>All: 6.9%<br>EL: 14.3%<br>SWD: fewer than 10 students<br>Data Year: 2020-21<br>Data Source: Illuminate | Met or Exceeded Standards in ELA:<br>All: 36.1%<br>Low Income: 33.6%<br>EL: 18.8%<br>SWD: fewer than 10 students<br>Data Year: 2020-21<br>Data Source: DataQuest | Met or Exceeded Standards in ELA:<br>All: 33.1%<br>Low Income: 35.8%<br>EL: 9.1%<br>SWD: fewer than 10 students<br>Data Year: 2021-22<br>Data Source: DataQuest | | Met or Exceeded Standards:<br>All: 40%<br>Low Income: 40%<br>EL: 40%<br>SWD: 40%<br>Data Year: 2023-24<br>Data Source: DataQuest |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Smarter Balanced Math<br>Note: Local benchmarks will be used until CAASPP results become available | Met or Exceeded Standards in Math:<br>All: 4.3%<br>EL: 14.3%<br>SWD: 0%<br>Data Year: 2020-21<br>Data Source: Illuminate | Met or Exceeded Standards in Math:<br>All: 10.6%<br>LI: 10.8%<br>EL: 13.3%<br>SWD: fewer than 10 students<br>Data Year: 2020-21<br>Data Source: DataQuest | Met or Exceeded Standards in Math:<br>All: 8.4%<br>LI: 10.0%<br>EL: 0%<br>SWD: fewer than 10 students<br>Data Year: 2021-22<br>Data Source: DataQuest | | Met or Exceeded Standards:<br>All: 25%<br>Low Income: 25%<br>EL: 25%<br>SWD: 25%<br>Data Year: 2023-24<br>Data Source: DataQuest |
| A-G Completion Rate | 0%<br>Data Year: 2019-20<br>Data Source: Dashboard | 0%<br>Data Year: 2020-21<br>Data Source: Dashboard | 0%<br>Data Year: 2021-22<br>Data Source: Dashboard | | 51%<br>Data Year: 2022-23<br>Data Source: Dashboard |
| CTE Pathway Completion Rate | 12.5%<br>Data Year: 2019-20<br>Data Source: Dashboard | 3.7% (+SBAC 3 or higher on ELA or math)<br>Data Year: 2020-21<br>Data Source: Dashboard | 3.2% (+SBAC 3 or higher on ELA or math)<br>Data Year: 2021-22<br>Data Source: Dashboard | | 51%<br>Data Year: 2022-23<br>Data Source: Dashboard |
| EL students making progress towards English Proficiency | 45.1% making progress towards English language proficiency<br><br>*No ELPAC Scores for Spring 2020<br>Data Year: 2018-19 | Level 4 - 20.0%<br>Level 3 - 35.6%<br>Level 2 - 35.5%<br>Level 1 - 8.9%<br><br>Data Year: 2020-21<br>Data Source: DataQuest | 37.5% making progress towards English language proficiency<br><br>Data Year: 2021-22<br>Data Source: Dashboard English | | 50%<br>Data Year: Spring 2022 & 2023<br>Data Source: Dashboard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Data Source: DataQuest | | Learner Progress Indicator (ELPI) | | |
| EL Reclassification Rate | 3.4%<br>Data Year: 2019-20<br>Data Source: DataQuest | 0%<br>Data Year: 2020-21<br>Data Source: DataQuest | 0%<br>Data Year: 2021-22<br>Data Source: Internal Data | | 5%<br>Data Year: 2022-23<br>Data Source: DataQuest |
| Middle School Dropout Rate | 3%<br>Data Year: 2019-20<br>Data Source: CALPADS | 0%<br>Data Year: 2020-21<br>Data Source: CALPADS | 0%<br>Data Year: 2021-22<br>Data Source: CALPADS | | 0%<br>Data Year: 2022-23<br>Data Source: CALPADS |
| High School Dropout Rate | 12.9%<br>Data Year: 2019-20<br>Data Source: DataQuest | 16.7%<br>Data Year: 2020-21<br>Data Source: DataQuest | 53.6%<br>Data Year: 2021-22<br>Data Source: DataQuest | | 3%<br>Data Year: 2022-23<br>Data Source: DataQuest |
| High School Graduation Rate | 71.8%<br>Data Year: 2019-20<br>Data Source: DataQuest | 70.8%<br>Data Year: 2020-21<br>Data Source: DataQuest | 41.1%<br>Data Year: 2021-22<br>Data Source: DataQuest | | 96%<br>Data Year: 2022-23<br>Data Source: DataQues |
| College Career Readiness | 9.4%<br>Data Year: 2019-20<br>Data Source: Dashboard | 3.7% (+SBAC 3 or higher on both)<br>Data Year: 2020-21<br>Data Source: Dashboard | 4.8% (+SBAC 3 or higher on both)<br>Data Year: 2021-22<br>Data Source: Dashboard | | 50%<br>Data Year: 2022-23<br>Data Source: Dashboard |
| Suspension Rate | 0%<br>Data Year: 2019-20<br>Data Source: DataQuest | 0%<br>Data Year: 2020-21<br>Data Source: DataQuest | 0%<br>Data Year: 2021-22<br>Data Source: DataQuest | | 0%<br>Data Year: 2022-23<br>Data Source: DataQuest |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Expulsion Rate | 0%<br>Data Year: 2019-20<br>Data Source: DataQuest | 0%<br>Data Year: 2020-21<br>Data Source: DataQuest | 0%<br>Data Year: 2021-22<br>Data Source: DataQuest | | 0%<br>Data Year: 2022-23<br>Data Source: DataQuest |
| Broad Course of Study | Students in grades 9-12 enrolled in advanced academic courses:<br>All: 7.4%<br>EL: 2%<br>Low Income: 9.8%<br>Data Year: 2020-21<br>Data Source: Student Information System | Students in grades 9-12 enrolled in advanced academic courses:<br>All: 0%<br>EL: 0%<br>Low Income: 0%<br>Data Year: 2021-22<br>Data Source: Student Information System | Students in grades 9-12 enrolled in advanced academic courses:<br>All: 0%<br>EL: 0%<br>Low Income: 0%<br>Data Year: 2022-23<br>Data Source: Student Information System | | Students in grades 9-12 enrolled in advanced academic courses:<br>All: 20%<br>EL: 20%<br>Low Income: 20%<br>Data Year: 2023-24<br>Data Source: Student Information System |
| Other Pupil Outcomes | 23% FAFSA Completion Rate<br>Data Year: 2020-21<br>Data Source: CSAC | 15% FAFSA Completion Rate<br>Data Year: 2021-22<br>Data Source: CSAC | 17% FAFSA Completion Rate<br>Data Year: 2022-23<br>Data Source: CSAC | | % FAFSA Completion Rate<br>Data Year: 2023-24<br>Data Source: CSAC |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Teaching and Support Staff | WPCA provides highly-qualified certificated and classified staff to reach the desired academic goals. Students have access to teachers and support staff who are committed to increasing their capacity and are lifelong learners who learn through professional development and professional learning communities (PLCs). Students have access to high-quality instruction and academic support to improve in academic achievement. The overall effectiveness of this action will be measured | $2,169,229.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | by ongoing progress monitoring of the metrics listed above, as well as through educational partner feedback. | | |
| 1.2 | Supplemental Curriculum and Resources | All students at WPCA have access to the California Content Standards including English Language Development (ELD) Standards for English learner students. WPCA will invest in supplemental curriculum and resources to provide additional standards-aligned resources to differentiate instruction to meet the unique needs of English learner students and other historically underrepresented youth who may struggle to attain grade-level standards. | $150,000.00 | Yes |
| 1.3 | Professional Development, Learning, & Support | WPCA teaching and support staff will engage in ongoing professional development, professional learning communities, support, and academic coaching to build personal capacity and enhance the full implementation of the California Content Standards, ELD Standards, and ensure that students are prepared for college and career.<br><br>Student assessment data, staff input, the WASC Action Plan, and other qualitative data will be used to drive professional learning opportunities for staff. Ongoing reviews and program monitoring will be conducted to ensure that program needs are addressed. | $382,277.00 | Yes |
| 1.4 | Progress-Monitoring Resources and Tools | WPCA will support students' academic needs by providing the necessary progress-monitoring resources and tools. Print and digital tools will allow teachers, support staff, and administration to determine students' areas of growth (formative assessment), which then will be used to drive instruction. This supports the full implementation of the California Content Standards in ELA and Math, ELD Standards, and the Next Generation Science Standards (NGSS). Ongoing reviews and program monitoring will be conducted to ensure that program needs are being addressed. | $84,664.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.5 | Technology/Devices Needed for Teaching and Learning | WPCA staff and students will be provided with the necessary devices, equipment, and technology needed to provide students with a 21st-century learning environment and ensure equitable access to grade-level standards for all students. To achieve this end, teachers and support staff are provided with a laptop, iPad, and Apple Pencil. Students are provided with a Chromebook and WiFi hotspot (if needed). The district's IT department provides troubleshooting and technical support, updates, and other assistance to staff and students. In providing the necessary technology/devices, effective, standards-based instruction and learning can be achieved. To ensure that the program's technology needs are being addressed and met, staff, students, and parents/guardians have opportunities to provide feedback during staff meetings, Faculty Advisory meetings, Curriculum Committee Meetings, Professional Learning Community meetings, and leadership meetings. | $150,000.00 | Yes |
| 1.6 | School Instructional Leadership | WPCA is committed to increasing the academic progress of all students through a dedicated instructional leader who will work collaboratively with teachers to provide support and guidance in establishing best instructional practices, specifically instructional practices that meet the unique needs of traditionally underserved students including low-income, English learner students, and foster and homeless youth. Instructional leaders communicate with staff and set clear goals related to student achievement together with teachers. The instructional leader is an expert teacher who possesses the skills to provide coaching and mentoring to teachers, as well as professional learning opportunities that allow teachers to explore best practices in teaching. The goal is to increase student academic achievement and college and career readiness by developing reflective educators who are equipped to provide timely and targeted interventions and supports when and where they are needed. | $130,893.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.7 | College and Career Readiness | WPCA will provide students with opportunities to prepare themselves for college and career readiness. Students will benefit from the support they receive from WPCA's CTE and academic/guidance counselors, as well as the program's partnership with local community colleges (Fresno City College and West Hills College).<br><br>Students will have access to a wide range of courses at local community colleges through the schools' Career & Technical Education (CTE) programs, dual-enrollment programs, or High School Enrichment Program (HSEP). This ensures that all students have access to courses and materials/supplies that will prepare them for postsecondary opportunities. The College/Career Indicator on the CA Dashboard will reflect the program's effectiveness with regard to this action. | $240,609.00 | Yes |

## Goal Analysis [2022-23]

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.

The absence of a dedicated leader at WPCA since 2021 and the mid-year hiring of the CTE Counselor in 2021-22 impacted the growth of partnerships with local community colleges which provides students with access to Career & Technical Education (CTE) programs, dual-enrollment programs, and High School Enrichment Program (HSEP). With these positions fully in place during the 2023-24 school year, growth is expected in the areas of student academic achievement and the state College and Career Indicator over the next several years.

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.

Action 1.1 - Expenditures were less than anticipated because some of the estimated actuals are reported in Action 1.6 and Action 1.7. Staff reduction due to teacher attrition. Positions were not refilled during the 2022-23 year due to a lack of qualified applicants. Teacher positions are posted for the 2023-24 school year.
Action 1.4 - Expenditures were less than estimated actuals because progress monitoring resources were not purchased as planned.
Action 1.5 - Expenditures were less than estimated actuals because funds budgeted for technology replacement were not needed.
Action 1.6 - Expenditures were budgeted in Action 1.1, but should have been reported in a separate action to highlight instructional leadership.

Action 1.7 - A portion of the expenditures were budgeted in Action 1.1 and the remaining portion was budgeted in Action 1.2, but should have been reported in a separate action to highlight efforts to prepare students for college and careers.

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

The metrics indicate limited progress was made during the 2021-22 school year based on the 2022 Dashboard results. To a great extent, the future effectiveness of the actions depends on the presence of a dedicated leader at WPCA in the 2023-24 school year with demonstrated expertise and success as an instructional leader in an independent study program.

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

Action 1.6 is a new action that was previously budgeted in Action 1.1.
Action 1.7 is a new action that was previously budgeted in Action 1.2.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | West Park Charter Academy will continually improve its positive school culture and climate. |

An explanation of why the LEA has developed this goal.

West Park Charter Academy (WPCA) understands the importance of continually improving its positive school culture and climate. By doing so, an atmosphere that is conducive to learning for all students and staff can be achieved. WPCA educational partners support this focus goal and will be provided with opportunities for school engagement and connectedness. The subsequent metrics and actions will be utilized to monitor the overall effectiveness of this goal, with ongoing progress-monitoring reports/updates provided to stakeholders throughout each school year. The metrics that will be used to measure and report results for this LCAP goal consist of P-2 attendance reports and local survey results.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Attendance Rate | 92%<br>Data Year: 2020-21<br>Data Source: P-2 | 90%<br>Data Year: 2021-22<br>Data Source: P-2 | 95%<br>Data Year: 2022-23<br>Data Source: P-2 | | 96%<br>Data Year: 2023-24<br>Data Source: P-2 |
| Sense of School Safety | 95%<br>Data Year: 2020-21<br>Data Source: Local Student Survey | 95%<br>Data Year: 2021-22<br>Data Source: Local Student Survey | 71%<br>Data Year: 2022-23<br>Data Source: Local Student Survey | | 100%<br>Data Year: 2023-24<br>Data Source: Local Student Survey |
| Sense of School Connectedness | 79%<br>Data Year: 2020-21<br>Data Source: Local Student Survey | 79%<br>Data Year: 2021-22<br>Data Source: Local Student Survey | 63%<br>Data Year: 2022-23<br>Data Source: Local Student Survey | | 100%<br>Data Year: 2023-24<br>Data Source: Local Student Survey |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Chronic Absenteeism Rate | 6%<br>Data Year: 2018-19<br>Data Source: DataQuest | 10.5%<br>Data Year: 2020-21<br>Data Source: DataQuest | 3.8%<br>Data Year: 2021-22<br>Data Source: DataQuest | | 0%<br>Data Year: 2023-24<br>Data Source: DataQuest |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Support Student Attendance | There is a need to ensure and support student engagement in rural regions through attendance and transportation by maintaining 92% annual attendance. Providing students with passes for transportation to and from school, they are able to attend weekly instructional appointments, labs, classes, tutoring, and counseling sessions. Program staff will provide direct support to students and families to help families access the resources they need to sustain high levels of attendance and engagement in school. The program's teachers, counselors, administrators, and district office staff will monitor students' attendance trends throughout the school year. This progress monitoring is essential in making sure students are 1) utilizing their access to transportation, 2) attending weekly instructional appointments, labs, classes, etc. | $50,081.00 | Yes |
| **2.2** | Opportunities for Student and Parent/Guardian Engagement | There is a need to provide WPCA's students and parents/guardians with co-curricular and extra-curricular opportunities and increase opportunities for engagement and school connectedness. The program and district office staff will work cooperatively to plan and carry out various on and off-site engagement opportunities throughout the school year. The overall effectiveness of this action will be dependent on the participation, feedback, surveys, etc. | $5,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.3** | Student and Staff Recognition | There is a need to recognize WPCA's students' academic achievement, progress, and attendance, as well as the staff's recognition that supports the program's Mission and Vision. This recognition will come in the form of honor roll certificates, 4.0 medals, perfect attendance certificates, items for graduation/promotion ceremonies, etc. By doing so, staff and students will feel a sense of pride and achievement, as well as increase the program's culture and climate. The effectiveness of this action will be measured by stakeholder participation, feedback, surveys, etc. | $15,000.00 | Yes |
| **2.4** | Support Parent/Guardian Communication | WPCA will increase its parent communication through improved accessibility to the district's website, grading and attendance systems, and other platforms. Providing WPCA's parents/guardians with access to free communications tools will ensure that student progress, updates, etc. can be communicated in a timely and effective manner. The effectiveness of this action will depend on stakeholder feedback, survey results, etc. | $10,000.00 | Yes |
| **2.5** | Healthy Snacks and Lunches for Students | There is a need to provide students at WPCA with healthy snacks, breakfast and lunch when on-site. Doing so will support both student attendance and their ability to learn. To ensure that there are sufficient snacks and lunches, the Machado Office (main office) will monitor the inventory on an ongoing basis. The overall effectiveness will depend on stakeholder feedback and survey results. | $111,000.00 | Yes |
| **2.6** | Mental Health Support | WPCA ensures the physical and mental health of all students by providing mental health support to students and families. Mental health and support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students who may not otherwise have access to mental health services. | $50,000.00 | Yes |

## Goal Analysis [2022-23]

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.

There were no substantive differences in planned actions and the actual implementation of these actions with the exception of student and family engagement activities.

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.

Action 2.2 - The estimated actuals were less than planned expenditures because family engagement activities beyond the required ELAC and SSC meetings were not planned or implemented.

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

The 2022 California Dashboard shows a decrease in chronic absenteeism and attendance in 2022-23 has increased considerably. Based on these data, the actions have been effective in making progress toward the goal. However, local survey data indicate a decline in the percentage of students who report feeling safe at school or who feel connected to school. For this reason, the addition of mental health supports in the 2023-24 school year are planned in order to address varying levels of student engagement, purpose, and motivation within the classroom which are barriers to learning caused by the circumstances of low-income or foster youth such as hunger or childhood traumas.

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.

The addition of mental health supports in the 2023-24 school year are planned in order to address varying levels of student engagement, purpose, and motivation within the classroom which are barriers to learning caused by the circumstances of low-income or foster youth such as hunger or childhood traumas. Additionally, a progress monitoring system will be put into place to monitor student engagement in school and student progress toward graduation requirements so that timely and targeted interventions supported by the counselors can be put into place.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | West Park Charter Academy will provide all stakeholders with safe learning facilities and support effective operations to ensure 21st Century learning takes place. |

An explanation of why the LEA has developed this goal.

This LCAP maintenance goal has been developed and prioritized, as the program's stakeholders understand the importance of providing all students and staff with safe, clean facilities conducive to learning. Doing so allows teachers to teach and students to learn at the highest levels. The subsequent metrics are based on the district's FIT report and local survey results, and will be used to ensure that all of WPCA's facilities are in good repair, and are well-kept (clean). As in each school year, school staff will provide the community with facility updates, needs, concerns, etc. In addition, all stakeholders will have ongoing opportunities to comment/share concerns on the district's website, as well as meetings throughout the school year.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Facilities maintained in good repair | All facilities met good repair<br>Data Year: 2020-21<br>Data Source: Maintenance Department | All facilities met good repair<br>Data Year: 2021-22<br>Data Source: Maintenance Department | All facilities met good repair<br>Data Year: 2022-23<br>Data Source: Maintenance Department | | All facilities met good repair<br>Data Year: 2023-24<br>Data Source: Maintenance Department |
| Sense of School Facilities Being Well-Kept | All facilities being well-kept<br>Students: 93%<br>Parents: 98%<br>Staff: 83%<br>Data Year: 2020-21<br>Data Source: Local Survey | All facilities being well-kept<br>Students: 93%<br>Parents: 98%<br>Staff: 83%<br>Data Year: 2021-22<br>Data Source: Local Survey | All facilities being well-kept<br>Students: 65%<br>Parents: 91%<br>Staff: data not collected<br>Data Year: 2022-23<br>Data Source: Local Survey | | All facilities being well-kept<br>Students: 100%<br>Parents: 100%<br>Staff: 100%<br>Data Year: 2023-24<br>Data Source: Local Survey |

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

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | Safe and Clean Facilities | There is a need to provide WPCA's students, staff, and parents/guardians with safe and clean facilities. To achieve this end, both learning centers and Machado Office will be 1) inspected monthly 2) cleaned five days per week. By doing so, all students and staff can focus on learning and teaching. The overall effectiveness will depend on stakeholder feedback, survey results, etc. | $32,500.00 | No |
| 3.2 | Personal Protective Equipment (PPE) and Other Supplies/Materials | This action was deleted. | $0.00 | Yes |
| 3.3 | Furniture and Equipment for the Program's Learning Centers and Offices | WPCA will maintain and/or replace furniture and equipment at the learning centers and offices, which will support learning and the program's operations. Ongoing maintenance and replacement of chairs, desks, tables, shelving units, etc. ensures that staff, students, and parents/guardians have a physical atmosphere conducive to teaching and learning. Stakeholder feedback and survey results will provide program administration with information needed for any maintenance and/or replacement of furniture. | $15,000.00 | No |
| 3.4 | Security and Safety Equipment for the Program's Learning Centers and Offices | There is a need to maintain the security and safety equipment/technology at WPCA's learning centers and offices. This action ensures that the program's assets (devices, curriculum, materials, etc.) are protected each day, which in turn, supports instruction and learning. The effectiveness of this action will be determined by the number of incidents at learning centers and offices. | $5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Stakeholder feedback and survey results will also help to determine the effectiveness (of this action). | | |

## Goal Analysis [2022-23]

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.

There are no substantive differences in planned actions and the actual implementation of these actions with the exception of personal protective equipment.

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.

Action 3.1 - Estimated actuals exceeded planned expenditures because of the need for additional cleaning and custodial services.
Action 3.2 - Estimated actuals were less than planned expenditures because PPE was not needed during the 2022-23 school year.
Action 3.3 - Estimated actuals were less than planned expenditures because furniture had been replaced in the previous year.

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

The actions in were effective in making progress toward the goal as indicated in the FIT report and a local parent survey. However, the local student survey indicated a decline in the percentage of students who report are being well kept.

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.

The only change made to this goal was the deletion of Action 3.2.

**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 [2023-24]

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $777,128.00 | $65,360.00 |

**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 |
|---|---|---|---|
| 32.90% | 17.19% | $403,019.00 | 50.09% |

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

## Required Descriptions

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

Goal 1, Action 2 - Supplemental Curriculum and Resources: This action ensures that all students in need of additional academic interventions and support have access to standards-aligned supplemental curriculum and resources. The program's foster youth, English Learners, and low-income students will benefit from access to print and digital supplemental curriculum that meets their academic needs and also addresses various learning styles and modalities (i.e. graphic organizers, rubrics, instructional video clips, images, etc.). Staff will 1) identify the program's curriculum needs, 2) review curricular materials, 3) discuss the benefits of implementation, 4) plan implementation, and 5) calendar progress monitoring checks, surveys, and reports to educational partners. Ongoing review, partner feedback, and local indicators will determine the overall effectiveness of this action. Any adjustments and/or curricular needs that are in alignment with this plan will be addressed.

This action ensures that the program's foster youth, English Learners, and low-income students have access to postsecondary preparation opportunities. The 2022 California School Dashboard indicates that there is a need to provide these increased opportunities to better prepare students for college and/or careers. For WPCA, this will include students' access to taking courses through Career & Technical Education (CTE), dual-enrollment, and High School Enrichment Program (HSEP) courses at local community colleges. Throughout their time at WPCA, students will benefit from the support they receive from WPCA's CTE and academic/guidance counselors, as well as the program's

partnership with local community colleges (Fresno City College and West Hills College). The 2023 College and Career Indicator on the Dashboard will reflect an increase in students graduating from the program "prepared."

Goal 1, Action 3 - Professional Development, Learning, and Support: This action ensures that all teaching and support staff have access to ongoing professional development, learning, and support. These opportunities are intended to enhance academic instruction, teaching practices, student learning activities/projects, and provide staff with strategies/activities/practices to support the social-emotional well-being of all students. The professional development opportunities are principally directed to meet the learning needs of English learner students, and low-income and foster youth who may be experiencing barriers that impact learning. Training and one-on-one coaching sessions will be utilized throughout each school year. Professional development will be provided by the Fresno County Superintendent of Schools (FCSS) in the areas of ELA, Math, Technology, Visual & Performing Arts (VAPA). The overall focus of this support will be determined, guided, and assessed for effectiveness by student assessment results, educational partner feedback/input, and the program's WASC Action Plan.
Goal 1, Action 4 - Progress-Monitoring Resources/Tools: This action addresses the need for the program's foster youth, English Learners, and low-income students to have their academic progress monitored throughout each school year. Resources/tools such as Renaissance (STAR Reading and STAR Math), ESGI, Illuminate, and School Pathways (SIS) provide data for teachers, support staff, and administration to closely monitor each student's academic growth in the areas of literacy and math. Student data is reviewed and analyzed routinely by district and program administration, teachers, and counselors during professional learning communities, staff meetings, and other meetings. This process allows staff to identify and respond to trends (strengths and areas of growth) within the program's unduplicated students. The overall effectiveness of this action will be determined by the access and use of the progress-monitoring resources/tools by teachers and support staff, and students' increased academic performance.
Goal 1, Action 5 - Technology/Devices: This action ensures that the program's foster youth, English Learners, and low-income students have access to devices needed for learning. Educational partner input indicates there continues to be a need to provide students with Chromebooks and/or WiFi hotspots. In providing students with these devices, they have access to print and digital core and elective curricula, as well as online supplemental literacy and math programs. Additionally, teachers and support staff are provided with devices needed for instruction. Each staff member is equipped with a laptop, an iPad, and an Apple Pencil. To ensure that this action is effective and meets the needs of our unduplicated students, partner feedback/input regarding their device/technology needs will be reviewed and analyzed by district administration.
Goal 1, Action 6 - School Instructional Leadership - This action reflects WPCA's commitment to increase the academic progress of all students while focusing on providing the necessary support to teachers so they are successful in meeting the unique needs of their English learner students, low-income students, and foster youth. A dedicated school instructional leader is an expert teacher who possesses the skills to provide coaching and mentoring to teachers, as well as professional learning opportunities that allow teachers to explore best practices in teaching. Their support and guidance will establish best instructional practices, especially instructional practices that meet the unique needs of traditionally underserved students. The goal is to increase student academic achievement, close the achievement gap, and prepare students for college and career by developing reflective educators who are equipped to provide timely and targeted interventions and supports when and where they are needed. The effectiveness of this action will be evidenced by an increase in the 2023 student performance in English language arts and math as measured by the Smarter Balanced Assessments (SBAC).
Goal 1, Action 7 - College and Career Readiness - WPCA is identified for Comprehensive Support and Intervention as a result of the sharp decline in the graduation rate in 2022. As a result, a focus on preparing students for college and career is essential during the 2023-24 school year. The work of the CTE and academic counselors will be enhanced by designing a progress monitoring system that ensures each

child has an individual plan that is actively monitored by a team throughout the year so that timely and targeted interventions whether they are academic, emotional or behavior, can be put into place to ensure students stay on track for graduation. The program's partnership with the local community colleges )Fresno City College and West Hills College) will be renewed by the new dedicated instructional leader ensuring students such as English learners, low-income and foster youth that often experience barriers to postsecondary opportunities are guaranteed access to a wide range of courses at local community colleges through the schools' Career & Technical Education (CTE) programs, dual-enrollment programs, or High School Enrichment Program (HSEP). The College/Career Indicator on the CA Dashboard will reflect the program's effectiveness with regard to this action.

Goal 2, Action 1 - Supporting Students' Attendance: In order for students at WPCA to attend their weekly instructional appointments, labs, classes, and tutorial sessions, the program will provide transportation. This ensures that there is equity and access to academic instruction and support for all students, in particular, those students identified as foster youth, English Learners, or low-income students. Over the past three years, the data has indicated that these subgroups (of unduplicated students) need the most support in order to grow in academic achievement. The overall effectiveness of this action will be measured by a variety of metrics including assessment data, survey results, and other forms of partner feedback.

Goal 2, Action 2 - Opportunities for Student and Parent/Guardian Engagement: In order to increase the levels of engagement, connectedness, and participation, WPCA's parents/guardians will have opportunities to attend various school events/functions. Equity and access to these events will be carried out to all students, as well as their parents/guardians. Some events/functions include that will take place each year include: Back-to-School Nights, Gratitude Breakfasts, LCAP Community Meetings, ELAC Meetings, Board Meetings, field trips (including college campus visits), counselor informational meetings, etc. The academic and SEL needs of the program's foster youth, English Learners, and low-income students have played and will continue to play a major role in how we deliver/carry out events/functions and information. For this reason, many of the events/functions in the future will be held both in-person and virtually and will have Spanish translation available. In addition, any correspondence such as informational flyers and invitations will be mailed (in English and Spanish) via standard mail and posted on the program's online platform (ParentSquare). The overall effectiveness of this action will be determined by partner feedback/input, as well as the levels of participation.

Goal 2, Action 3 - Student and Staff Recognition: The climate and culture at WPCA will be supported by recognizing students and staff for their hard work and efforts throughout each school year. This recognition will serve as a motivational tool that will improve the climate and culture for all involved. For many students, specifically the program's unduplicated students, recognition for their academic achievements will support their sense of connectedness with the school, increase their sense of pride, and boost the overall culture of the school. The effectiveness of this action will be determined by partner feedback/input, various surveys, participation, etc.

LCAP Goal 2, Action 4 - Support Parent/Guardian Communication: WPCA will continue to make parent/guardian communication a priority in the years to come. These efforts will come in the form of accessibility to the district's website, the program's ParentSquare platform, the student information system's parent portal, and hard copies (of information) mailed home. All forms of communication are available in both English and Spanish. Providing WPCA's parents/guardians with communication tools and platforms at no cost (and that are in their home language), ensures that there are efforts being made to practice/realize equity and access for students and families. The program's unduplicated students and their parents/guardians will benefit from these efforts, and any feedback/input that can help the program improve will be welcomed. The desired outcome is for all families and students to be informed about the school's events and updates. The overall effectiveness of this action will be determined by partner feedback, survey results, etc.

Goal 2, Action 5 - Healthy Snacks and Lunches for Students: Students at WPCA will have access to healthy snacks throughout each school year. Also, students who are on-site for 2+ hours on a given day receiving instruction, attending labs/classes, and/or receiving tutorial

support, will receive a school lunch. This action ensures that students at WPCA are well nourished throughout each day they are on-site, which in turn will help with maximizing their learning. Providing healthy dry snacks and lunches will benefit all students-specifically, the program's foster youth, English Learners, or low-income students. The effectiveness of this action will be determined by stakeholder feedback/input, survey results, etc. Adjustments to the types of healthy dry snacks and lunches will be made based on partner feedback. Goal 2, Action 6 - Mental Health: WPCA ensures the physical and mental health of all students by providing mental health support to students and families. Mental health support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students and foster youth who may not otherwise have access to mental health services.

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

Services for WPCA's foster youth, English Learners, and low-income students will be increased or improved by the percentage listed above by:

- Providing certificated and classified staff members with professional development, learning, and support to best support the program's unduplicated students (and all students). These professional growth opportunities will be provided by the Fresno County Superintendent of Schools (FCSS) and BetterLesson, and will equip staff members with the necessary tools and resources to support students' academic and SEL needs. Staff members will receive a combination of whole group and one-on-one coaching, which
- Providing staff and students with various progress-monitoring resources/tools to monitor students' academic progress
- Provide staff and students with the necessary Personal Protective Equipment (PPE), supplies, and materials to ensure their safety and health (at the learning centers and offices)

The above-mentioned increased/improved services will ensure that the program's foster youth, English Learners, and low-income students are provided with access/equity to high-quality academic & SEL instruction, support, and PPE.

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.

WPCA will increase the number of staff providing direct services to low-income students by adding mental health professionals through contracted services. Mental health support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students and foster youth who may not otherwise have access to mental health 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 | n/a | 1:230 |
| Staff-to-student ratio of certificated staff providing direct services to students | n/a | 1:38 |

## 2023-24 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $3,278,390.00 | $322,863.00 | | | $3,601,253.00 | $2,537,762.00 | $1,063,491.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teaching and Support Staff | All | $1,846,366.00 | $322,863.00 | | | $2,169,229.00 |
| 1 | 1.2 | Supplemental Curriculum and Resources | English Learners<br>Foster Youth<br>Low Income | $150,000.00 | | | | $150,000.00 |
| 1 | 1.3 | Professional Development, Learning, & Support | English Learners<br>Foster Youth<br>Low Income | $382,277.00 | | | | $382,277.00 |
| 1 | 1.4 | Progress-Monitoring Resources and Tools | English Learners<br>Foster Youth<br>Low Income | $84,664.00 | | | | $84,664.00 |
| 1 | 1.5 | Technology/Devices Needed for Teaching and Learning | English Learners<br>Foster Youth<br>Low Income | $150,000.00 | | | | $150,000.00 |
| 1 | 1.6 | School Instructional Leadership | English Learners<br>Foster Youth<br>Low Income | $130,893.00 | | | | $130,893.00 |
| 1 | 1.7 | College and Career Readiness | English Learners<br>Foster Youth<br>Low Income | $240,609.00 | | | | $240,609.00 |
| 2 | 2.1 | Support Student Attendance | English Learners<br>Foster Youth<br>Low Income | $50,081.00 | | | | $50,081.00 |
| 2 | 2.2 | Opportunities for Student and Parent/Guardian Engagement | English Learners<br>Foster Youth<br>Low Income | $5,000.00 | | | | $5,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.3 | Student and Staff Recognition | English Learners<br>Foster Youth<br>Low Income | $15,000.00 | | | | $15,000.00 |
| 2 | 2.4 | Support Parent/Guardian Communication | English Learners<br>Foster Youth<br>Low Income | $10,000.00 | | | | $10,000.00 |
| 2 | 2.5 | Healthy Snacks and Lunches for Students | English Learners<br>Foster Youth<br>Low Income | $111,000.00 | | | | $111,000.00 |
| 2 | 2.6 | Mental Health Support | English Learners<br>Foster Youth<br>Low Income | $50,000.00 | | | | $50,000.00 |
| 3 | 3.1 | Safe and Clean Facilities | All | $32,500.00 | | | | $32,500.00 |
| 3 | 3.2 | Personal Protective Equipment (PPE) and Other Supplies/Materials | English Learners<br>Foster Youth<br>Low Income | $0.00 | | | | $0.00 |
| 3 | 3.3 | Furniture and Equipment for the Program's Learning Centers and Offices | All | $15,000.00 | | | | $15,000.00 |
| 3 | 3.4 | Security and Safety Equipment for the Program's Learning Centers and Offices | All | $5,000.00 | | | | $5,000.00 |

## 2023-24 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 |
|---|---|---|---|---|---|---|---|---|---|
| $2,362,377 | $777,128.00 | 32.90% | 17.19% | 50.09% | $1,379,524.00 | 0.00% | 58.40 % | **Total:** | $1,379,524.00 |
| | | | | | | | | **LEA-wide Total:** | $1,379,524.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.2 | Supplemental Curriculum and Resources | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $150,000.00 | |
| 1 | 1.3 | Professional Development, Learning, & Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $382,277.00 | |
| 1 | 1.4 | Progress-Monitoring Resources and Tools | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $84,664.00 | |
| 1 | 1.5 | Technology/Devices Needed for Teaching and Learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $150,000.00 | |
| 1 | 1.6 | School Instructional Leadership | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $130,893.00 | |
| 1 | 1.7 | College and Career Readiness | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $240,609.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.1 | Support Student Attendance | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $50,081.00 | |
| 2 | 2.2 | Opportunities for Student and Parent/Guardian Engagement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,000.00 | |
| 2 | 2.3 | Student and Staff Recognition | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $15,000.00 | |
| 2 | 2.4 | Support Parent/Guardian Communication | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $10,000.00 | |
| 2 | 2.5 | Healthy Snacks and Lunches for Students | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $111,000.00 | |
| 2 | 2.6 | Mental Health Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $50,000.00 | |
| 3 | 3.2 | Personal Protective Equipment (PPE) and Other Supplies/Materials | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | |

## 2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $3,338,028.00 | $2,341,153.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teaching and Support Staff | No | $3,004,028.00 | $1,867,497.00 |
| 1 | 1.2 | Supplemental Curriculum and Resources | Yes | $95,000.00 | $100,801.00 |
| 1 | 1.3 | Professional Development, Learning, and Support | Yes | $60,000.00 | $92,011.00 |
| 1 | 1.4 | Progress-Monitoring Resources/Tools | Yes | $70,000.00 | $32,066.00 |
| 1 | 1.5 | Technology/Devices Needed for Teaching and Learning | Yes | $30,000.00 | $6,683.00 |
| 1 | 1.6 | School Instructional Leadership | Yes | $0 | $73,833.00 |
| 1 | 1.7 | College and Career Readiness | Yes | $0 | $108,607.00 |
| 2 | 2.1 | Supporting Students' Attendance | Yes | $3,000.00 | $2,350.00 |
| 2 | 2.2 | Opportunities for Student and Parent/Guardian Engagement | Yes | $2,500.00 | $0 |
| 2 | 2.3 | Student and Staff Recognition | Yes | $2,500.00 | $13,056.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.4 | Support Parent/Guardian Communication | Yes | $3,000.00 | $3,032.00 |
| 2 | 2.5 | Healthy Snacks and Lunches for Students | Yes | $5,000.00 | $3,966.00 |
| 3 | 3.1 | Safe and Clean Facilities | No | $18,000.00 | $28,580.00 |
| 3 | 3.2 | Personal Protective Equipement (PPE) and Other Supplies/Materials | Yes | $10,000.00 | $0 |
| 3 | 3.3 | Furniture and Equipment for the Program's Learning Centers and Offices | No | $30,000.00 | $3,805.00 |
| 3 | 3.4 | Security and Safety Equipment for the Program's Learning Centers and Offices | No | $5,000.00 | $4,866.00 |

## 2022-23 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $839,424 | $281,000.00 | $436,405.00 | ($155,405.00) | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.2 | Supplemental Curriculum and Resources | Yes | $95,000.00 | $100,801.00 | | |
| 1 | 1.3 | Professional Development, Learning, and Support | Yes | $60,000.00 | $92,011.00 | | |
| 1 | 1.4 | Progress-Monitoring Resources/Tools | Yes | $70,000.00 | $32,066.00 | | |
| 1 | 1.5 | Technology/Devices Needed for Teaching and Learning | Yes | $30,000.00 | $6,683.00 | | |
| 1 | 1.6 | School Instructional Leadership | Yes | $0 | $73,833.00 | | |
| 1 | 1.7 | College and Career Readiness | Yes | $0 | $108,607.00 | | |
| 2 | 2.1 | Supporting Students' Attendance | Yes | $3,000.00 | $2,350.00 | | |
| 2 | 2.2 | Opportunities for Student and Parent/Guardian Engagement | Yes | $2,500.00 | $0 | | |
| 2 | 2.3 | Student and Staff Recognition | Yes | $2,500.00 | $13,056.00 | | |
| 2 | 2.4 | Support Parent/Guardian Communication | Yes | $3,000.00 | $3,032.00 | | |
| 2 | 2.5 | Healthy Snacks and Lunches for Students | Yes | $5,000.00 | $3,966.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 3 | 3.2 | Personal Protective Equipement (PPE) and Other Supplies/Materials | Yes | $10,000.00 | $0 | | |

## 2022-23 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) |
|---|---|---|---|---|---|---|---|---|
| $2,344,563.00 | $839,424 | 0.00% | 35.80% | $436,405.00 | 0.00% | 18.61% | $403,019.00 | 17.19% |

# Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

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

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

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

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

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

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

***Required Descriptions:***

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

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

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

### Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

# Action Tables

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

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

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

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

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

## Data Entry Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

**ITEM:** Fiscal Year 2023-2024 Budget Adoption

**PRESENTER:** Dr. Clark, Superintendent of West Park Elementary School District

**Date:** June 28th, 2023

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District staff request the board's approval of the 2023-2024 budget adoption. The report was presented in a Public Hearing at the June 12, 2023 Board Meeting.

# 2023-2024

# WEST PARK ESD BUDGET

District: West Park Elementary School District
CDS #: 1062539

**Adopted Budget**
**2023-24 Budget Attachment**
**Balances in Excess of Minimum Reserve Requirements**

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

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

| Combined Assigned and Unassigned/unappropriated Fund Balances | | | |
|---|---|---|---|
| Form | Fund | 2023-24 Budget | Objects 9780/9789/9790 |
| 01 | General Fund/County School Service Fund | $2,382,477.47 | Form 01 |
| 17 | Special Reserve Fund for Other Than Capital Outlay Projects | $751,726.47 | Form 17 |
| | Total Assigned and Unassigned Ending Fund Balances | $3,134,203.94 | |
| | District Standard Reserve Level | 5% | Form 01CS Line 10B-4 |
| | Less District Minimum Reserve for Economic Uncertainties | $380,873.80 | Form 01CS Line 10B-7 |
| | Remaining Balance to Substantiate Need | $2,753,330.14 | |

**Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties**

| Form | Fund | 2023-24 Budget | Description of Need |
|---|---|---|---|
| 01 | General Fund/County School Service Fund | $1,200,000.00 | Modernization - Multipurpose Room HVAC replacement project |
| 01 | General Fund/County School Service Fund | $801,603.67 | Bell/Intercom System and one-time District priorities per the LCAP |
| 17 | Special Reserve Fund for Other Than Capital Outlay Projects | $751,726.47 | Board Fund Balance Policy requiring available reserves of at least 10% but not more than 25% of total general fund expenditures |
| | Insert Lines above as needed | | |
| | Total of Substantiated Needs | $2,753,330.14 | |

| | | |
|---|---|---|
| **Remaining Unsubstantiated Balance** | **$0.00** | **Balance should be Zero** |

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

ANNUAL BUDGET REPORT:

July 1, 2023 Budget Adoption

Select applicable boxes:

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

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

Budget available for inspection at:

Place: West Park Elementary School District Office

Date: 6/9/2023

Public Hearing:

Place: West Park Elementary School District

Date: 6/12/2023

Time: 5:30 p.m.

Adoption Date: 6/28/2023

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Contact person for additional information on the budget reports:

Name: Jordan Soliz

Title: Director of Business Services

Telephone: 559-233-6501

E-mail: jordan_s@wpesd.org

**Criteria and Standards Review Summary**

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

| CRITERIA AND STANDARDS | | | Met | Not Met |
|---|---|---|---|---|
| 1 | Average Daily Attendance | Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years. | X | |
| **CRITERIA AND STANDARDS (continued)** | | | **Met** | **Not Met** |
| 2 | Enrollment | Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years. | X | |
| 3 | ADA to Enrollment | Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years. | | X |
| 4 | Local Control Funding Formula (LCFF) Revenue | Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years. | | X |
| 5 | Salaries and Benefits | Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years. | | X |
| 6a | Other Revenues | Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years. | | X |
| 6b | Other Expenditures | Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years. | | X |
| 7 | Ongoing and Major Maintenance Account | If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget. | X | |
| 8 | Deficit Spending | Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years. | X | |
| 9 | Fund Balance | Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years. | X | |
| 10 | Reserves | Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years. | X | |
| **SUPPLEMENTAL INFORMATION** | | | **No** | **Yes** |
| S1 | Contingent Liabilities | Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? | X | |
| S2 | Using One-time Revenues to Fund Ongoing Expenditures | Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources? | X | |
| S3 | Using Ongoing Revenues to Fund One-time Expenditures | Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues? | X | |
| S4 | Contingent Revenues | Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? | X | |
| S5 | Contributions | Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years? | | X |

| SUPPLEMENTAL INFORMATION (continued) | | | No | Yes |
|---|---|---|---|---|
| S6 | Long-term Commitments | Does the district have long-term (multiyear) commitments or debt agreements? | | X |
| | | • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) 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, employee health and welfare, or property and liability)? | 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 |
| | | • Adoption date of the LCAP or an update to the LCAP: | 06/28/2023 | |
| S10 | LCAP Expenditures | Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template? | | X |

| ADDITIONAL FISCAL INDICATORS | | | No | Yes |
|---|---|---|---|---|
| A1 | Negative Cash Flow | Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund? | X | |
| A2 | Independent Position Control | Is personnel position control independent from the payroll system? | | X |
| A3 | Declining Enrollment | Is enrollment decreasing in both the prior fiscal year and budget year? | X | |
| A4 | New Charter Schools Impacting District Enrollment | Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year? | X | |
| A5 | Salary Increases Exceed COLA | Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | X | |

| ADDITIONAL FISCAL INDICATORS (continued) | | | No | Yes |
|---|---|---|---|---|
| A6 | Uncapped Health Benefits | Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | X | |
| A7 | Independent Financial System | Is the district's financial system independent from the county office system? | X | |
| A8 | Fiscal Distress Reports | Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a). | X | |
| A9 | Change of CBO or Superintendent | Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months? | | X |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | | | 2023-24 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 | 5,474,148.00 | 0.00 | 5,474,148.00 | 4,518,609.00 | 0.00 | 4,518,609.00 | -17.5% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 2,637,911.00 | 2,637,911.00 | 0.00 | 394,168.00 | 394,168.00 | -85.1% |
| 3) Other State Revenue | | 8300-8599 | 73,939.00 | 1,460,475.00 | 1,534,414.00 | 59,802.00 | 713,140.00 | 772,942.00 | -49.6% |
| 4) Other Local Revenue | | 8600-8799 | 240,112.00 | 257,238.00 | 497,350.00 | 162,000.00 | 291,042.00 | 453,042.00 | -8.9% |
| 5) TOTAL, REVENUES | | | 5,788,199.00 | 4,355,624.00 | 10,143,823.00 | 4,740,411.00 | 1,398,350.00 | 6,138,761.00 | -39.5% |
| **B. EXPENDITURES** | | | | | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 1,491,191.00 | 347,737.00 | 1,838,928.00 | 2,056,791.00 | 224,662.00 | 2,281,453.00 | 24.1% |
| 2) Classified Salaries | | 2000-2999 | 498,780.00 | 406,894.00 | 905,674.00 | 859,354.00 | 239,339.00 | 1,098,693.00 | 21.3% |
| 3) Employee Benefits | | 3000-3999 | 1,084,864.00 | 421,313.00 | 1,506,177.00 | 1,208,197.00 | 404,601.00 | 1,612,798.00 | 7.1% |
| 4) Books and Supplies | | 4000-4999 | 410,565.00 | 1,286,457.00 | 1,697,022.00 | 324,559.00 | 148,141.00 | 472,700.00 | -72.1% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 930,382.00 | 2,173,729.00 | 3,104,111.00 | 1,019,876.00 | 778,800.00 | 1,798,676.00 | -42.1% |
| 6) Capital Outlay | | 6000-6999 | 40,917.13 | 0.00 | 40,917.13 | 75,917.00 | 249,055.00 | 324,972.00 | 694.2% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299<br>7400-7499 | 44,888.00 | 0.00 | 44,888.00 | 41,792.00 | 0.00 | 41,792.00 | -6.9% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | (33,852.00) | 19,087.00 | (14,765.00) | (99,603.00) | 85,995.00 | (13,608.00) | -7.8% |
| 9) TOTAL, EXPENDITURES | | | 4,467,735.13 | 4,655,217.00 | 9,122,952.13 | 5,486,883.00 | 2,130,593.00 | 7,617,476.00 | -16.5% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | 1,320,463.87 | (299,593.00) | 1,020,870.87 | (746,472.00) | (732,243.00) | (1,478,715.00) | -244.8% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | | | | | |
| 1) Interfund Transfers | | | | | | | | | |
| a) Transfers In | | 8900-8929 | 292.00 | 0.00 | 292.00 | 0.00 | 0.00 | 0.00 | -100.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 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 | (929,614.00) | 929,614.00 | 0.00 | (712,243.00) | 712,243.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | (929,322.00) | 929,614.00 | 292.00 | (712,243.00) | 712,243.00 | 0.00 | -100.0% |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 391,141.87 | 630,021.00 | 1,021,162.87 | (1,458,715.00) | (20,000.00) | (1,478,715.00) | -244.8% |
| **F. FUND BALANCE, RESERVES** | | | | | | | | | |
| 1) Beginning Fund Balance | | | | | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 3,582,997.60 | 569,060.08 | 4,152,057.68 | 3,974,139.47 | 1,199,081.08 | 5,173,220.55 | 24.6% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals Unrestricted (A) | 2022-23 Estimated Actuals Restricted (B) | 2022-23 Estimated Actuals Total Fund col. A + B (C) | 2023-24 Budget Unrestricted (D) | 2023-24 Budget Restricted (E) | 2023-24 Budget Total Fund col. D + E (F) | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| c) As of July 1 - Audited (F1a + F1b) | | | 3,582,997.60 | 569,060.08 | 4,152,057.68 | 3,974,139.47 | 1,199,081.08 | 5,173,220.55 | 24.6% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 3,582,997.60 | 569,060.08 | 4,152,057.68 | 3,974,139.47 | 1,199,081.08 | 5,173,220.55 | 24.6% |
| 2) Ending Balance, June 30 (E + F1e) | | | 3,974,139.47 | 1,199,081.08 | 5,173,220.55 | 2,515,424.47 | 1,179,081.08 | 3,694,505.55 | -28.6% |
| Components of Ending Fund Balance | | | | | | | | | |
| a) Nonspendable | | | | | | | | | |
| Revolving Cash | | 9711 | 2,000.00 | 0.00 | 2,000.00 | 2,000.00 | 0.00 | 2,000.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 1,199,087.08 | 1,199,087.08 | 0.00 | 1,179,087.08 | 1,179,087.08 | -1.7% |
| c) Committed | | | | | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | | | | | |
| Other Assignments | | 9780 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 130,941.00 | 0.00 | 130,941.00 | 130,941.00 | 0.00 | 130,941.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 3,841,198.47 | (6.00) | 3,841,192.47 | 2,382,483.47 | (6.00) | 2,382,477.47 | -38.0% |
| G. ASSETS | | | | | | | | | |
| 1) Cash | | | | | | | | | |
| a) in County Treasury | | 9110 | 0.00 | 0.00 | 0.00 | | | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | 0.00 | 0.00 | | | | |
| b) in Banks | | 9120 | 0.00 | 0.00 | 0.00 | | | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | 0.00 | 0.00 | | | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | 0.00 | 0.00 | | | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | 0.00 | 0.00 | | | | |
| 2) Investments | | 9150 | 0.00 | 0.00 | 0.00 | | | | |
| 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 | | | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals Unrestricted (A) | 2022-23 Estimated Actuals Restricted (B) | 2022-23 Estimated Actuals Total Fund col. A + B (C) | 2023-24 Budget Unrestricted (D) | 2023-24 Budget Restricted (E) | 2023-24 Budget Total Fund col. D + E (F) | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| 9) Lease Receivable | | 9380 | 0.00 | 0.00 | 0.00 | | | | |
| 10) 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 (G10 + H2) - (I6 + J2) | | | 0.00 | 0.00 | 0.00 | | | | |
| **LCFF SOURCES** | | | | | | | | | |
| Principal Apportionment | | | | | | | | | |
| State Aid - Current Year | | 8011 | 3,535,601.00 | 0.00 | 3,535,601.00 | 3,370,733.00 | 0.00 | 3,370,733.00 | -4.7% |
| Education Protection Account State Aid - Current Year | | 8012 | 929,715.00 | 0.00 | 929,715.00 | 934,204.00 | 0.00 | 934,204.00 | 0.5% |
| State Aid - Prior Years | | 8019 | 776,337.00 | 0.00 | 776,337.00 | 0.00 | 0.00 | 0.00 | -100.0% |
| Tax Relief Subventions | | | | | | | | | |
| Homeowners' Exemptions | | 8021 | 2,236.00 | 0.00 | 2,236.00 | 2,236.00 | 0.00 | 2,236.00 | 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 | 341,333.00 | 0.00 | 341,333.00 | 343,151.00 | 0.00 | 343,151.00 | 0.5% |
| Unsecured Roll Taxes | | 8042 | 14,961.00 | 0.00 | 14,961.00 | 14,960.00 | 0.00 | 14,960.00 | 0.0% |
| Prior Years' Taxes | | 8043 | 3,698.00 | 0.00 | 3,698.00 | 2,181.00 | 0.00 | 2,181.00 | -41.0% |
| Supplemental Taxes | | 8044 | 18,185.00 | 0.00 | 18,185.00 | 17,772.00 | 0.00 | 17,772.00 | -2.3% |
| Education Revenue Augmentation Fund (ERAF) | | 8045 | (10,838.00) | 0.00 | (10,838.00) | (13,560.00) | 0.00 | (13,560.00) | 25.1% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | | | 2023-24 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) | |
| Community Redevelopment Funds (SB 617/699/1992) | | 8047 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Penalties and Interest from Delinquent Taxes | | 8048 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Miscellaneous Funds (EC 41604) | | | | | | | | | |
| Royalties and Bonuses | | 8081 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other In-Lieu Taxes | | 8082 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Less: Non-LCFF (50%) Adjustment | | 8089 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Subtotal, LCFF Sources | | | 5,611,228.00 | 0.00 | 5,611,228.00 | 4,671,677.00 | 0.00 | 4,671,677.00 | -16.7% |
| 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 | (137,080.00) | 0.00 | (137,080.00) | (153,068.00) | 0.00 | (153,068.00) | 11.7% |
| 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 | | | 5,474,148.00 | 0.00 | 5,474,148.00 | 4,518,609.00 | 0.00 | 4,518,609.00 | -17.5% |
| 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 | 97,151.00 | 97,151.00 | 0.00 | 116,909.00 | 116,909.00 | 20.3% |
| Special Education Discretionary Grants | | 8182 | 0.00 | 1,930.00 | 1,930.00 | 0.00 | 952.00 | 952.00 | -50.7% |
| Child Nutrition Programs | | 8220 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Donated Food Commodities | | 8221 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Forest Reserve Funds | | 8260 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Flood Control Funds | | 8270 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Wildlife Reserve Funds | | 8280 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| FEMA | | 8281 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Interagency Contracts Between LEAs | | 8285 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Pass-Through Revenues from Federal Sources | | 8287 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Title I, Part A, Basic | 3010 | 8290 | | 213,583.00 | 213,583.00 | | 196,726.00 | 196,726.00 | -7.9% |
| 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 | | 14,570.00 | 14,570.00 | | 17,878.00 | 17,878.00 | 22.7% |
| Title III, Part A, Immigrant Student Program | 4201 | 8290 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Title III, Part A, English Learner Program | 4203 | 8290 | | 38,886.00 | 38,886.00 | | 21,392.00 | 21,392.00 | -45.0% |
| Public Charter Schools Grant Program (PCSGP) | 4610 | 8290 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | | | 2023-24 Budget | | | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| | | | Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | |
| Other NCLB / Every Student Succeeds Act | 3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630 | 8290 | | 307,020.00 | 307,020.00 | | 40,311.00 | 40,311.00 | -86.9% |
| Career and Technical Education | 3500-3599 | 8290 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| All Other Federal Revenue | All Other | 8290 | 0.00 | 1,964,771.00 | 1,964,771.00 | 0.00 | 0.00 | 0.00 | -100.0% |
| TOTAL, FEDERAL REVENUE | | | 0.00 | 2,637,911.00 | 2,637,911.00 | 0.00 | 394,168.00 | 394,168.00 | -85.1% |
| 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 | 11,322.00 | 0.00 | 11,322.00 | 10,505.00 | 0.00 | 10,505.00 | -7.2% |
| Lottery - Unrestricted and Instructional Materials | | 8560 | 62,067.00 | 20,598.00 | 82,665.00 | 49,297.00 | 19,429.00 | 68,726.00 | -16.9% |
| Tax Relief Subventions | | | | | | | | | |
| Restricted Levies - Other | | | | | | | | | |
| Homeowners' Exemptions | | 8575 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Subventions/In-Lieu Taxes | | 8576 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Pass-Through Revenues from | | | | | | | | | |
| State Sources | | 8587 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| After School Education and Safety (ASES) | 6010 | 8590 | | 55,733.00 | 55,733.00 | | 0.00 | 0.00 | -100.0% |
| Charter School Facility Grant | 6030 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Drug/Alcohol/Tobacco Funds | 6650, 6690, 6695 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| California Clean Energy Jobs Act | 6230 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Career Technical Education Incentive Grant Program | 6387 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| American Indian Early Childhood Education | 7210 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Specialized Secondary | 7370 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| All Other State Revenue | All Other | 8590 | 550.00 | 1,384,144.00 | 1,384,694.00 | 0.00 | 693,711.00 | 693,711.00 | -49.9% |
| TOTAL, OTHER STATE REVENUE | | | 73,939.00 | 1,460,475.00 | 1,534,414.00 | 59,802.00 | 713,140.00 | 772,942.00 | -49.6% |
| OTHER LOCAL REVENUE | | | | | | | | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | | | 2023-24 Budget | | | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| | | | Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | |
| Other Local Revenue | | | | | | | | | |
| County and District Taxes | | | | | | | | | |
| Other Restricted Levies | | | | | | | | | |
| Secured Roll | | 8615 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Unsecured Roll | | 8616 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Prior Years' Taxes | | 8617 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Supplemental Taxes | | 8618 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Non-Ad Valorem Taxes | | | | | | | | | |
| Parcel Taxes | | 8621 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other | | 8622 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Community Redevelopment Funds Not Subject to LCFF Deduction | | 8625 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Penalties and Interest from Delinquent Non-LCFF Taxes | | 8629 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Sales | | | | | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Sale of Publications | | 8632 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Food Service Sales | | 8634 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Sales | | 8639 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Leases and Rentals | | 8650 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 100,000.00 | 0.00 | 100,000.00 | 60,000.00 | 0.00 | 60,000.00 | -40.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Fees and Contracts | | | | | | | | | |
| Adult Education Fees | | 8671 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Non-Resident Students | | 8672 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transportation Fees From Individuals | | 8675 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Interagency Services | | 8677 | 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 | 140,112.00 | 1,300.00 | 141,412.00 | 102,000.00 | 0.00 | 102,000.00 | -27.9% |
| Tuition | | 8710 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | | | 2023-24 Budget | | | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| | | | Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | |
| All Other Transfers In | | 8781-8783 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transfers of Apportionments | | | | | | | | | |
| Special Education SELPA Transfers | | | | | | | | | |
| From Districts or Charter Schools | 6500 | 8791 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| From County Offices | 6500 | 8792 | | 255,938.00 | 255,938.00 | | 291,042.00 | 291,042.00 | 13.7% |
| 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 | | | 240,112.00 | 257,238.00 | 497,350.00 | 162,000.00 | 291,042.00 | 453,042.00 | -8.9% |
| TOTAL, REVENUES | | | 5,788,199.00 | 4,355,624.00 | 10,143,823.00 | 4,740,411.00 | 1,398,350.00 | 6,138,761.00 | -39.5% |
| **CERTIFICATED SALARIES** | | | | | | | | | |
| Certificated Teachers' Salaries | | 1100 | 1,322,917.00 | 294,108.00 | 1,617,025.00 | 1,737,175.00 | 157,622.00 | 1,894,797.00 | 17.2% |
| Certificated Pupil Support Salaries | | 1200 | 51,207.00 | 0.00 | 51,207.00 | 0.00 | 0.00 | 0.00 | -100.0% |
| Certificated Supervisors' and Administrators' Salaries | | 1300 | 117,067.00 | 53,629.00 | 170,696.00 | 172,004.00 | 50,118.00 | 222,122.00 | 30.1% |
| Other Certificated Salaries | | 1900 | 0.00 | 0.00 | 0.00 | 147,612.00 | 16,922.00 | 164,534.00 | New |
| TOTAL, CERTIFICATED SALARIES | | | 1,491,191.00 | 347,737.00 | 1,838,928.00 | 2,056,791.00 | 224,662.00 | 2,281,453.00 | 24.1% |
| **CLASSIFIED SALARIES** | | | | | | | | | |
| Classified Instructional Salaries | | 2100 | 142,069.00 | 134,621.00 | 276,690.00 | 148,371.00 | 88,682.00 | 237,053.00 | -14.3% |
| Classified Support Salaries | | 2200 | 28,589.00 | 196,426.00 | 225,015.00 | 197,654.00 | 98,934.00 | 296,588.00 | 31.8% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 173,800.00 | 54,110.00 | 227,910.00 | 208,241.00 | 44,223.00 | 252,464.00 | 10.8% |
| Clerical, Technical and Office Salaries | | 2400 | 129,436.00 | 21,737.00 | 151,173.00 | 50,517.00 | 7,500.00 | 58,017.00 | -61.6% |
| Other Classified Salaries | | 2900 | 24,886.00 | 0.00 | 24,886.00 | 254,571.00 | 0.00 | 254,571.00 | 922.9% |
| TOTAL, CLASSIFIED SALARIES | | | 498,780.00 | 406,894.00 | 905,674.00 | 859,354.00 | 239,339.00 | 1,098,693.00 | 21.3% |
| **EMPLOYEE BENEFITS** | | | | | | | | | |
| STRS | | 3101-3102 | 332,951.00 | 210,938.00 | 543,889.00 | 357,811.00 | 200,610.00 | 558,421.00 | 2.7% |
| PERS | | 3201-3202 | 115,503.00 | 79,294.00 | 194,797.00 | 200,098.00 | 56,584.00 | 256,682.00 | 31.8% |
| OASDI/Medicare/Alternative | | 3301-3302 | 66,125.00 | 34,095.00 | 100,220.00 | 85,755.00 | 19,653.00 | 105,408.00 | 5.2% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | | | 2023-24 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) | |
| Health and Welfare Benefits | | 3401-3402 | 452,940.00 | 77,800.00 | 530,740.00 | 446,673.00 | 99,800.00 | 546,473.00 | 3.0% |
| Unemployment Insurance | | 3501-3502 | 14,454.00 | 3,752.00 | 18,206.00 | 31,499.00 | 4,972.00 | 36,471.00 | 100.3% |
| Workers' Compensation | | 3601-3602 | 48,991.00 | 15,434.00 | 64,425.00 | 58,361.00 | 9,268.00 | 67,629.00 | 5.0% |
| OPEB, Allocated | | 3701-3702 | 52,400.00 | 0.00 | 52,400.00 | 26,500.00 | 13,714.00 | 40,214.00 | -23.3% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 1,500.00 | 0.00 | 1,500.00 | 1,500.00 | 0.00 | 1,500.00 | 0.0% |
| TOTAL, EMPLOYEE BENEFITS | | | 1,084,864.00 | 421,313.00 | 1,506,177.00 | 1,208,197.00 | 404,601.00 | 1,612,798.00 | 7.1% |
| **BOOKS AND SUPPLIES** | | | | | | | | | |
| Approved Textbooks and Core Curricula Materials | | 4100 | 39,000.00 | 19,636.00 | 58,636.00 | 10,000.00 | 19,429.00 | 29,429.00 | -49.8% |
| Books and Other Reference Materials | | 4200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Materials and Supplies | | 4300 | 360,065.00 | 1,144,648.00 | 1,504,713.00 | 293,459.00 | 87,212.00 | 380,671.00 | -74.7% |
| Noncapitalized Equipment | | 4400 | 11,500.00 | 122,173.00 | 133,673.00 | 21,100.00 | 41,500.00 | 62,600.00 | -53.2% |
| Food | | 4700 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 410,565.00 | 1,286,457.00 | 1,697,022.00 | 324,559.00 | 148,141.00 | 472,700.00 | -72.1% |
| **SERVICES AND OTHER OPERATING EXPENDITURES** | | | | | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Travel and Conferences | | 5200 | 30,200.00 | 9,184.00 | 39,384.00 | 35,200.00 | 5,300.00 | 40,500.00 | 2.8% |
| Dues and Memberships | | 5300 | 7,000.00 | 0.00 | 7,000.00 | 7,138.00 | 0.00 | 7,138.00 | 2.0% |
| Insurance | | 5400 - 5450 | 61,900.00 | 0.00 | 61,900.00 | 61,900.00 | 0.00 | 61,900.00 | 0.0% |
| Operations and Housekeeping Services | | 5500 | 0.00 | 92,647.00 | 92,647.00 | 25,000.00 | 100,500.00 | 125,500.00 | 35.5% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 45,000.00 | 35,000.00 | 80,000.00 | 35,000.00 | 30,000.00 | 65,000.00 | -18.8% |
| 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 | 782,282.00 | 2,022,198.00 | 2,804,480.00 | 833,938.00 | 643,000.00 | 1,476,938.00 | -47.3% |
| Communications | | 5900 | 4,000.00 | 14,700.00 | 18,700.00 | 21,700.00 | 0.00 | 21,700.00 | 16.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 930,382.00 | 2,173,729.00 | 3,104,111.00 | 1,019,876.00 | 778,800.00 | 1,798,676.00 | -42.1% |
| **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 | 40,917.13 | 0.00 | 40,917.13 | 35,917.00 | 249,055.00 | 284,972.00 | 596.5% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | | | 2023-24 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) | |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.00 | 40,000.00 | 0.00 | 40,000.00 | New |
| Lease Assets | | 6600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Subscription Assets | | 6700 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 40,917.13 | 0.00 | 40,917.13 | 75,917.00 | 249,055.00 | 324,972.00 | 694.2% |
| **OTHER OUTGO (excluding Transfers of Indirect Costs)** | | | | | | | | | |
| Tuition | | | | | | | | | |
| Tuition for Instruction Under Interdistrict | | | | | | | | | |
| Attendance Agreements | | 7110 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| State Special Schools | | 7130 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Tuition, Excess Costs, and/or Deficit Payments | | | | | | | | | |
| Payments to Districts or Charter Schools | | 7141 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Payments to County Offices | | 7142 | 7,596.00 | 0.00 | 7,596.00 | 4,500.00 | 0.00 | 4,500.00 | -40.8% |
| Payments to JPAs | | 7143 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transfers of Pass-Through Revenues | | | | | | | | | |
| To Districts or Charter Schools | | 7211 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| To County Offices | | 7212 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| To JPAs | | 7213 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Special Education SELPA Transfers of Apportionments | | | | | | | | | |
| To Districts or Charter Schools | 6500 | 7221 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| To County Offices | 6500 | 7222 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| To JPAs | 6500 | 7223 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| ROC/P Transfers of Apportionments | | | | | | | | | |
| To Districts or Charter Schools | 6360 | 7221 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| To County Offices | 6360 | 7222 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| To JPAs | 6360 | 7223 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Other Transfers of Apportionments | All Other | 7221-7223 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Transfers | | 7281-7283 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Transfers Out to All Others | | 7299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Debt Service | | | | | | | | | |
| Debt Service - Interest | | 7438 | 4,840.00 | 0.00 | 4,840.00 | 4,840.00 | 0.00 | 4,840.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 32,452.00 | 0.00 | 32,452.00 | 32,452.00 | 0.00 | 32,452.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 44,888.00 | 0.00 | 44,888.00 | 41,792.00 | 0.00 | 41,792.00 | -6.9% |
| **OTHER OUTGO - TRANSFERS OF INDIRECT COSTS** | | | | | | | | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals Unrestricted (A) | 2022-23 Estimated Actuals Restricted (B) | 2022-23 Estimated Actuals Total Fund col. A + B (C) | 2023-24 Budget Unrestricted (D) | 2023-24 Budget Restricted (E) | 2023-24 Budget Total Fund col. D + E (F) | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| Transfers of Indirect Costs | | 7310 | (19,087.00) | 19,087.00 | 0.00 | (85,995.00) | 85,995.00 | 0.00 | 0.0% |
| Transfers of Indirect Costs - Interfund | | 7350 | (14,765.00) | 0.00 | (14,765.00) | (13,608.00) | 0.00 | (13,608.00) | -7.8% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | (33,852.00) | 19,087.00 | (14,765.00) | (99,603.00) | 85,995.00 | (13,608.00) | -7.8% |
| TOTAL, EXPENDITURES | | | 4,467,735.13 | 4,655,217.00 | 9,122,952.13 | 5,486,883.00 | 2,130,593.00 | 7,617,476.00 | -16.5% |
| **INTERFUND TRANSFERS** | | | | | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | | | | | |
| From: Special Reserve Fund | | 8912 | 292.00 | 0.00 | 292.00 | 0.00 | 0.00 | 0.00 | -100.0% |
| From: Bond Interest and Redemption Fund | | 8914 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 292.00 | 0.00 | 292.00 | 0.00 | 0.00 | 0.00 | -100.0% |
| **INTERFUND TRANSFERS OUT** | | | | | | | | | |
| To: Child Development Fund | | 7611 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| To: Special Reserve Fund | | 7612 | 0.00 | 0.00 | 0.00 | 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 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| **OTHER SOURCES/USES** | | | | | | | | | |
| **SOURCES** | | | | | | | | | |
| State Apportionments | | | | | | | | | |
| Emergency Apportionments | | 8931 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Proceeds | | | | | | | | | |
| Proceeds from Disposal of Capital Assets | | 8953 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Sources | | | | | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds | | | | | | | | | |
| Proceeds from Certificates of Participation | | 8971 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Proceeds from Leases | | 8972 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Proceeds from Lease Revenue Bonds | | 8973 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Proceeds from SBITAs | | 8974 | 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** | | | | | | | | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | | | 2023-24 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 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 | (927,649.00) | 927,649.00 | 0.00 | (712,243.00) | 712,243.00 | 0.00 | 0.0% |
| Contributions from Restricted Revenues | | 8990 | (1,965.00) | 1,965.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | (929,614.00) | 929,614.00 | 0.00 | (712,243.00) | 712,243.00 | 0.00 | 0.0% |
| **TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)** | | | (929,322.00) | 929,614.00 | 292.00 | (712,243.00) | 712,243.00 | 0.00 | -100.0% |

| Description | Function Codes | Object Codes | 2022-23 Estimated Actuals | | | 2023-24 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 | 5,474,148.00 | 0.00 | 5,474,148.00 | 4,518,609.00 | 0.00 | 4,518,609.00 | -17.5% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 2,637,911.00 | 2,637,911.00 | 0.00 | 394,168.00 | 394,168.00 | -85.1% |
| 3) Other State Revenue | | 8300-8599 | 73,939.00 | 1,460,475.00 | 1,534,414.00 | 59,802.00 | 713,140.00 | 772,942.00 | -49.6% |
| 4) Other Local Revenue | | 8600-8799 | 240,112.00 | 257,238.00 | 497,350.00 | 162,000.00 | 291,042.00 | 453,042.00 | -8.9% |
| 5) TOTAL, REVENUES | | | 5,788,199.00 | 4,355,624.00 | 10,143,823.00 | 4,740,411.00 | 1,398,350.00 | 6,138,761.00 | -39.5% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | | | | | |
| 1) Instruction | 1000-1999 | | 2,689,870.00 | 3,221,741.00 | 5,911,611.00 | 2,946,714.00 | 899,587.00 | 3,846,301.00 | -34.9% |
| 2) Instruction - Related Services | 2000-2999 | | 323,806.00 | 541,915.00 | 865,721.00 | 893,506.00 | 333,749.00 | 1,227,255.00 | 41.8% |
| 3) Pupil Services | 3000-3999 | | 387,465.00 | 220,788.00 | 608,253.00 | 510,285.00 | 199,356.00 | 709,641.00 | 16.7% |
| 4) Ancillary Services | 4000-4999 | | 6,900.00 | 1,400.00 | 8,300.00 | 0.00 | 0.00 | 0.00 | -100.0% |
| 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 | | 963,961.00 | 34,214.00 | 998,175.00 | 706,862.00 | 89,837.00 | 796,699.00 | -20.2% |
| 8) Plant Services | 8000-8999 | | 50,845.13 | 635,159.00 | 686,004.13 | 387,724.00 | 608,064.00 | 995,788.00 | 45.2% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 44,888.00 | 0.00 | 44,888.00 | 41,792.00 | 0.00 | 41,792.00 | -6.9% |
| 10) TOTAL, EXPENDITURES | | | 4,467,735.13 | 4,655,217.00 | 9,122,952.13 | 5,486,883.00 | 2,130,593.00 | 7,617,476.00 | -16.5% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | 1,320,463.87 | (299,593.00) | 1,020,870.87 | (746,472.00) | (732,243.00) | (1,478,715.00) | -244.8% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | | | | | |
| 1) Interfund Transfers | | | | | | | | | |
| a) Transfers In | | 8900-8929 | 292.00 | 0.00 | 292.00 | 0.00 | 0.00 | 0.00 | -100.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 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 | (929,614.00) | 929,614.00 | 0.00 | (712,243.00) | 712,243.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | (929,322.00) | 929,614.00 | 292.00 | (712,243.00) | 712,243.00 | 0.00 | -100.0% |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 391,141.87 | 630,021.00 | 1,021,162.87 | (1,458,715.00) | (20,000.00) | (1,478,715.00) | -244.8% |
| **F. FUND BALANCE, RESERVES** | | | | | | | | | |
| 1) Beginning Fund Balance | | | | | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 3,582,997.60 | 569,060.08 | 4,152,057.68 | 3,974,139.47 | 1,199,081.08 | 5,173,220.55 | 24.6% |

| Description | Function Codes | Object Codes | 2022-23 Estimated Actuals | | | 2023-24 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) | | | 3,582,997.60 | 569,060.08 | 4,152,057.68 | 3,974,139.47 | 1,199,081.08 | 5,173,220.55 | 24.6% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 3,582,997.60 | 569,060.08 | 4,152,057.68 | 3,974,139.47 | 1,199,081.08 | 5,173,220.55 | 24.6% |
| 2) Ending Balance, June 30 (E + F1e) | | | 3,974,139.47 | 1,199,081.08 | 5,173,220.55 | 2,515,424.47 | 1,179,081.08 | 3,694,505.55 | -28.6% |
| Components of Ending Fund Balance | | | | | | | | | |
| a) Nonspendable | | | | | | | | | |
| Revolving Cash | | 9711 | 2,000.00 | 0.00 | 2,000.00 | 2,000.00 | 0.00 | 2,000.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 1,199,087.08 | 1,199,087.08 | 0.00 | 1,179,087.08 | 1,179,087.08 | -1.7% |
| c) Committed | | | | | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 130,941.00 | 0.00 | 130,941.00 | 130,941.00 | 0.00 | 130,941.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 3,841,198.47 | (6.00) | 3,841,192.47 | 2,382,483.47 | (6.00) | 2,382,477.47 | -38.0% |

| Resource | Description | 2022-23 Estimated Actuals | 2023-24 Budget |
|---|---|---|---|
| 2600 | Expanded Learning Opportunities Program | 490,201.00 | 470,201.00 |
| 6266 | Educator Effectiveness, FY 2021-22 | 111,658.00 | 111,658.00 |
| 6300 | Lottery: Instructional Materials | 91,311.87 | 91,311.87 |
| 6537 | Special Ed: Learning Recovery Support | 29,630.00 | 29,630.00 |
| 6546 | Mental Health-Related Services | 6,433.21 | 6,433.21 |
| 6547 | Special Education Early Intervention Preschool Grant | 63,896.00 | 63,896.00 |
| 6762 | Arts, Music, and Instructional Materials Discretionary Block Grant | 89,684.00 | 89,684.00 |
| 7388 | SB 117 COVID-19 LEA Response Funds | 6,130.00 | 6,130.00 |
| 7435 | Learning Recovery Emergency Block Grant | 296,875.00 | 296,875.00 |
| 7510 | Low-Performing Students Block Grant | 11,988.00 | 11,988.00 |
| 9010 | Other Restricted Local | 1,280.00 | 1,280.00 |
| Total, Restricted Balance | | 1,199,087.08 | 1,179,087.08 |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 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 | 2,003.00 | 2,003.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 2,003.00 | 2,003.00 | 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 | 1,500.00 | 1,500.00 | 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 | | | 1,500.00 | 1,500.00 | 0.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | 503.00 | 503.00 | 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)** | | | 503.00 | 503.00 | 0.0% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 3,446.05 | 3,949.05 | 14.6% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 3,446.05 | 3,949.05 | 14.6% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 3,446.05 | 3,949.05 | 14.6% |
| 2) Ending Balance, June 30 (E + F1e) | | | 3,949.05 | 4,452.05 | 12.7% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 3,949.05 | 4,452.05 | 12.7% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |
| **G. ASSETS** | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) Lease Receivable | | 9380 | 0.00 | | |
| 10) 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 Revenues | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| **J. DEFERRED INFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| **K. FUND EQUITY** | | | | | |
| Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2) | | | 0.00 | | |
| **REVENUES** | | | | | |
| Sale of Equipment and Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| All Other Sales | | 8639 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 3.00 | 3.00 | 0.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| All Other Fees and Contracts | | 8689 | 0.00 | 0.00 | 0.0% |
| All Other Local Revenue | | 8699 | 2,000.00 | 2,000.00 | 0.0% |
| TOTAL, REVENUES | | | 2,003.00 | 2,003.00 | 0.0% |
| **CERTIFICATED SALARIES** | | | | | |
| Certificated Teachers' Salaries | | 1100 | 0.00 | 0.00 | 0.0% |
| Certificated Pupil Support Salaries | | 1200 | 0.00 | 0.00 | 0.0% |
| Certificated Supervisors' and Administrators' Salaries | | 1300 | 0.00 | 0.00 | 0.0% |
| Other Certificated Salaries | | 1900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CERTIFICATED SALARIES | | | 0.00 | 0.00 | 0.0% |
| **CLASSIFIED SALARIES** | | | | | |
| Classified Instructional Salaries | | 2100 | 0.00 | 0.00 | 0.0% |
| Classified Support Salaries | | 2200 | 0.00 | 0.00 | 0.0% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 0.00 | 0.00 | 0.0% |
| Clerical, Technical and Office Salaries | | 2400 | 0.00 | 0.00 | 0.0% |
| Other Classified Salaries | | 2900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CLASSIFIED SALARIES | | | 0.00 | 0.00 | 0.0% |
| **EMPLOYEE BENEFITS** | | | | | |
| STRS | | 3101-3102 | 0.00 | 0.00 | 0.0% |
| PERS | | 3201-3202 | 0.00 | 0.00 | 0.0% |
| OASDI/Medicare/Alternative | | 3301-3302 | 0.00 | 0.00 | 0.0% |
| Health and Welfare Benefits | | 3401-3402 | 0.00 | 0.00 | 0.0% |
| Unemployment Insurance | | 3501-3502 | 0.00 | 0.00 | 0.0% |
| Workers' Compensation | | 3601-3602 | 0.00 | 0.00 | 0.0% |
| OPEB, Allocated | | 3701-3702 | 0.00 | 0.00 | 0.0% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 0.00 | 0.00 | 0.0% |
| TOTAL, EMPLOYEE BENEFITS | | | 0.00 | 0.00 | 0.0% |
| **BOOKS AND SUPPLIES** | | | | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| Materials and Supplies | | 4300 | 0.00 | 0.00 | 0.0% |
| Noncapitalized Equipment | | 4400 | 0.00 | 0.00 | 0.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 0.00 | 0.00 | 0.0% |
| **SERVICES AND OTHER OPERATING EXPENDITURES** | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Dues and Memberships | | 5300 | 0.00 | 0.00 | 0.0% |
| Insurance | | 5400-5450 | 0.00 | 0.00 | 0.0% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs - Interfund | | 5750 | 0.00 | 0.00 | 0.0% |
| Professional/Consulting Services and Operating Expenditures | | 5800 | 1,500.00 | 1,500.00 | 0.0% |
| Communications | | 5900 | 0.00 | 0.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 1,500.00 | 1,500.00 | 0.0% |
| **CAPITAL OUTLAY** | | | | | |
| Equipment | | 6400 | 0.00 | 0.00 | 0.0% |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.0% |
| Lease Assets | | 6600 | 0.00 | 0.00 | 0.0% |
| Subscription Assets | | 6700 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 0.00 | 0.00 | 0.0% |
| **OTHER OUTGO - TRANSFERS OF INDIRECT COSTS** | | | | | |
| Transfers of Indirect Costs - Interfund | | 7350 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 1,500.00 | 1,500.00 | 0.0% |
| **INTERFUND TRANSFERS** | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| **INTERFUND TRANSFERS OUT** | | | | | |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |
| **OTHER SOURCES/USES** | | | | | |
| **SOURCES** | | | | | |
| Proceeds from Disposal of Capital Assets | | 8953 | 0.00 | 0.00 | 0.0% |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| Proceeds from Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| Proceeds from SBITAs | | 8974 | 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% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES<br>(a- b + c - d + e) | | | 0.00 | 0.00 | 0.0% |

| Description | Function Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 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 | 2,003.00 | 2,003.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 2,003.00 | 2,003.00 | 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 | | 1,500.00 | 1,500.00 | 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 | | | 1,500.00 | 1,500.00 | 0.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | 503.00 | 503.00 | 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)** | | | 503.00 | 503.00 | 0.0% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 3,446.05 | 3,949.05 | 14.6% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 3,446.05 | 3,949.05 | 14.6% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 3,446.05 | 3,949.05 | 14.6% |
| 2) Ending Balance, June 30 (E + F1e) | | | 3,949.05 | 4,452.05 | 12.7% |
| Components of Ending Fund Balance | | | | | |

| Description | Function Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 3,949.05 | 4,452.05 | 12.7% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2022-23 Estimated Actuals | 2023-24 Budget |
|---|---|---|---|
| 8210 | Student Activity Funds | 3,949.05 | 4,452.05 |
| Total, Restricted Balance | | 3,949.05 | 4,452.05 |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| A. REVENUES | | | | | |
| 1) LCFF Sources | | 8010-8099 | 3,265,601.00 | 3,156,696.00 | -3.3% |
| 2) Federal Revenue | | 8100-8299 | 128,308.00 | 79,015.00 | -38.4% |
| 3) Other State Revenue | | 8300-8599 | 1,223,678.00 | 1,190,451.00 | -2.7% |
| 4) Other Local Revenue | | 8600-8799 | 70,373.00 | 30,373.00 | -56.8% |
| 5) TOTAL, REVENUES | | | 4,687,960.00 | 4,456,535.00 | -4.9% |
| B. EXPENDITURES | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 1,406,882.00 | 1,488,994.00 | 5.8% |
| 2) Classified Salaries | | 2000-2999 | 530,903.00 | 607,796.00 | 14.5% |
| 3) Employee Benefits | | 3000-3999 | 980,281.00 | 1,068,515.00 | 9.0% |
| 4) Books and Supplies | | 4000-4999 | 528,742.00 | 563,843.00 | 6.6% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 1,011,533.00 | 1,332,385.00 | 31.7% |
| 6) Capital Outlay | | 6000-6999 | 0.00 | 0.00 | 0.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299,7400-7499 | 18,106.00 | 18,106.00 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 1,157.00 | 0.00 | -100.0% |
| 9) TOTAL, EXPENDITURES | | | 4,477,604.00 | 5,079,639.00 | 13.4% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) | | | 210,356.00 | (623,104.00) | -396.2% |
| 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) | | | 210,356.00 | (623,104.00) | -396.2% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 4,040,383.70 | 4,250,739.70 | 5.2% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 4,040,383.70 | 4,250,739.70 | 5.2% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 4,040,383.70 | 4,250,739.70 | 5.2% |
| 2) Ending Balance, June 30 (E + F1e) | | | 4,250,739.70 | 3,627,635.70 | -14.7% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 1,178,874.19 | 1,912,716.19 | 62.2% |
| 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 | 3,071,872.51 | 1,714,926.51 | -44.2% |
| e) Unassigned/Unappropriated Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | (7.00) | (7.00) | 0.0% |
| G. ASSETS | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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) Lease Receivable | | 9380 | 0.00 | | |
| 10) 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 | | | | | |
| (G10 + H2) - (I6 + J2) | | | 0.00 | | |
| LCFF SOURCES | | | | | |
| Principal Apportionment | | | | | |
| State Aid - Current Year | | 8011 | 2,091,020.00 | 2,034,316.00 | -2.7% |
| Education Protection Account State Aid - Current Year | | 8012 | 660,501.00 | 595,318.00 | -9.9% |
| State Aid - Prior Years | | 8019 | 377,000.00 | 367,783.00 | -2.4% |
| LCFF Transfers | | | | | |
| Unrestricted LCFF Transfers - Current Year | 0000 | 8091 | 0.00 | 0.00 | 0.0% |
| All Other LCFF Transfers - Current Year | All Other | 8091 | 0.00 | 0.00 | 0.0% |
| Transfers to Charter Schools in Lieu of Property Taxes | | 8096 | 137,080.00 | 159,279.00 | 16.2% |
| Property Taxes Transfers | | 8097 | 0.00 | 0.00 | 0.0% |
| LCFF/Revenue Limit Transfers - Prior Years | | 8099 | 0.00 | 0.00 | 0.0% |
| TOTAL, LCFF SOURCES | | | 3,265,601.00 | 3,156,696.00 | -3.3% |
| FEDERAL REVENUE | | | | | |
| Maintenance and Operations | | 8110 | 0.00 | 0.00 | 0.0% |
| Special Education Entitlement | | 8181 | 0.00 | 0.00 | 0.0% |
| Special Education Discretionary Grants | | 8182 | 0.00 | 0.00 | 0.0% |
| Child Nutrition Programs | | 8220 | 0.00 | 0.00 | 0.0% |
| Donated Food Commodities | | 8221 | 0.00 | 0.00 | 0.0% |
| Interagency Contracts Between LEAs | | 8285 | 0.00 | 0.00 | 0.0% |
| Title I, Part A, Basic | 3010 | 8290 | 22,375.00 | 0.00 | -100.0% |
| Title I, Part D, Local Delinquent Programs | 3025 | 8290 | 0.00 | 0.00 | 0.0% |
| Title II, Part A, Supporting Effective Instruction | 4035 | 8290 | 26,978.00 | 0.00 | -100.0% |
| Title III, Part A, Immigrant Student Program | 4201 | 8290 | 0.00 | 0.00 | 0.0% |
| Title III, Part A, English Learner Program | 4203 | 8290 | 0.00 | 0.00 | 0.0% |
| Public Charter Schools Grant Program (PCSGP) | 4610 | 8290 | 0.00 | 0.00 | 0.0% |
| Other NCLB / Every Student Succeeds Act | 3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630 | 8290 | 77,940.00 | 78,000.00 | 0.1% |
| Career and Technical Education | 3500-3599 | 8290 | 0.00 | 0.00 | 0.0% |
| All Other Federal Revenue | All Other | 8290 | 1,015.00 | 1,015.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 128,308.00 | 79,015.00 | -38.4% |
| OTHER STATE REVENUE | | | | | |
| Other State Apportionments | | | | | |
| Special Education Master Plan | | | | | |
| Current Year | 6500 | 8311 | 0.00 | 0.00 | 0.0% |
| Prior Years | 6500 | 8319 | 0.00 | 0.00 | 0.0% |
| All Other State Apportionments - Current Year | All Other | 8311 | 0.00 | 0.00 | 0.0% |
| All Other State Apportionments - Prior Years | All Other | 8319 | 0.00 | 0.00 | 0.0% |
| Child Nutrition Programs | | 8520 | 0.00 | 0.00 | 0.0% |
| Mandated Costs Reimbursements | | 8550 | 11,322.00 | 11,322.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| Lottery - Unrestricted and Instructional Materials | | 8560 | 79,000.00 | 45,773.00 | -42.1% |
| After School Education and Safety (ASES) | 6010 | 8590 | 0.00 | 0.00 | 0.0% |
| Charter School Facility Grant | 6030 | 8590 | 0.00 | 0.00 | 0.0% |
| Drug/Alcohol/Tobacco Funds | 6690, 6695 | 8590 | 0.00 | 0.00 | 0.0% |
| California Clean Energy Jobs Act | 6230 | 8590 | 0.00 | 0.00 | 0.0% |
| Career Technical Education Incentive Grant Program | 6387 | 8590 | 0.00 | 0.00 | 0.0% |
| Specialized Secondary | 7370 | 8590 | 0.00 | 0.00 | 0.0% |
| All Other State Revenue | All Other | 8590 | 1,133,356.00 | 1,133,356.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 1,223,678.00 | 1,190,451.00 | -2.7% |
| OTHER LOCAL REVENUE | | | | | |
| Sales | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| Sale of Publications | | 8632 | 0.00 | 0.00 | 0.0% |
| Food Service Sales | | 8634 | 0.00 | 0.00 | 0.0% |
| All Other Sales | | 8639 | 0.00 | 0.00 | 0.0% |
| Leases and Rentals | | 8650 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 70,000.00 | 30,000.00 | -57.1% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| Fees and Contracts | | | | | |
| Child Development Parent Fees | | 8673 | 0.00 | 0.00 | 0.0% |
| Transportation Fees From Individuals | | 8675 | 0.00 | 0.00 | 0.0% |
| Interagency Services | | 8677 | 0.00 | 0.00 | 0.0% |
| All Other Fees and Contracts | | 8689 | 0.00 | 0.00 | 0.0% |
| All Other Local Revenue | | 8699 | 373.00 | 373.00 | 0.0% |
| Tuition | | 8710 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In | | 8781-8783 | 0.00 | 0.00 | 0.0% |
| Transfers of Apportionments | | | | | |
| Special Education SELPA Transfers | | | | | |
| From Districts or Charter Schools | 6500 | 8791 | 0.00 | 0.00 | 0.0% |
| From County Offices | 6500 | 8792 | 0.00 | 0.00 | 0.0% |
| From JPAs | 6500 | 8793 | 0.00 | 0.00 | 0.0% |
| Other Transfers of Apportionments | | | | | |
| From Districts or Charter Schools | All Other | 8791 | 0.00 | 0.00 | 0.0% |
| From County Offices | All Other | 8792 | 0.00 | 0.00 | 0.0% |
| From JPAs | All Other | 8793 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In from All Others | | 8799 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 70,373.00 | 30,373.00 | -56.8% |
| TOTAL, REVENUES | | | 4,687,960.00 | 4,456,535.00 | -4.9% |
| CERTIFICATED SALARIES | | | | | |
| Certificated Teachers' Salaries | | 1100 | 1,035,107.00 | 868,153.00 | -16.1% |
| Certificated Pupil Support Salaries | | 1200 | 113,666.00 | 206,479.00 | 81.7% |
| Certificated Supervisors' and Administrators' Salaries | | 1300 | 165,353.00 | 321,606.00 | 94.5% |
| Other Certificated Salaries | | 1900 | 92,756.00 | 92,756.00 | 0.0% |
| TOTAL, CERTIFICATED SALARIES | | | 1,406,882.00 | 1,488,994.00 | 5.8% |
| CLASSIFIED SALARIES | | | | | |
| Classified Instructional Salaries | | 2100 | 32,919.00 | 16,550.00 | -49.7% |
| Classified Support Salaries | | 2200 | 65,606.00 | 30,000.00 | -54.3% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 157,957.00 | 282,863.00 | 79.1% |
| Clerical, Technical and Office Salaries | | 2400 | 235,529.00 | 238,141.00 | 1.1% |
| Other Classified Salaries | | 2900 | 38,892.00 | 40,242.00 | 3.5% |
| TOTAL, CLASSIFIED SALARIES | | | 530,903.00 | 607,796.00 | 14.5% |
| EMPLOYEE BENEFITS | | | | | |
| STRS | | 3101-3102 | 399,685.00 | 409,637.00 | 2.5% |
| PERS | | 3201-3202 | 120,559.00 | 138,006.00 | 14.5% |
| OASDI/Medicare/Alternative | | 3301-3302 | 51,087.00 | 56,554.00 | 10.7% |
| Health and Welfare Benefits | | 3401-3402 | 334,465.00 | 363,550.00 | 8.7% |
| Unemployment Insurance | | 3501-3502 | 10,211.00 | 13,815.00 | 35.3% |
| Workers' Compensation | | 3601-3602 | 40,774.00 | 49,739.00 | 22.0% |
| OPEB, Allocated | | 3701-3702 | 23,500.00 | 37,214.00 | 58.4% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| TOTAL, EMPLOYEE BENEFITS | | | 980,281.00 | 1,068,515.00 | 9.0% |
| BOOKS AND SUPPLIES | | | | | |
| Approved Textbooks and Core Curricula Materials | | 4100 | 112,008.00 | 67,008.00 | -40.2% |
| Books and Other Reference Materials | | 4200 | 1,000.00 | 1,000.00 | 0.0% |
| Materials and Supplies | | 4300 | 380,409.00 | 469,991.00 | 23.5% |
| Noncapitalized Equipment | | 4400 | 35,325.00 | 25,844.00 | -26.8% |
| Food | | 4700 | 0.00 | 0.00 | 0.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 528,742.00 | 563,843.00 | 6.6% |
| SERVICES AND OTHER OPERATING EXPENDITURES | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Travel and Conferences | | 5200 | 22,260.00 | 52,500.00 | 135.8% |
| Dues and Memberships | | 5300 | 7,500.00 | 7,500.00 | 0.0% |
| Insurance | | 5400-5450 | 1,900.00 | 1,900.00 | 0.0% |
| Operations and Housekeeping Services | | 5500 | 30,325.00 | 38,500.00 | 27.0% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 292,677.00 | 284,100.00 | -2.9% |
| 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 | 611,071.00 | 905,085.00 | 48.1% |
| Communications | | 5900 | 45,800.00 | 42,800.00 | -6.6% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 1,011,533.00 | 1,332,385.00 | 31.7% |
| CAPITAL OUTLAY | | | | | |
| Land | | 6100 | 0.00 | 0.00 | 0.0% |
| Land Improvements | | 6170 | 0.00 | 0.00 | 0.0% |
| Buildings and Improvements of Buildings | | 6200 | 0.00 | 0.00 | 0.0% |
| Books and Media for New School Libraries or Major Expansion of School Libraries | | 6300 | 0.00 | 0.00 | 0.0% |
| Equipment | | 6400 | 0.00 | 0.00 | 0.0% |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.0% |
| Lease Assets | | 6600 | 0.00 | 0.00 | 0.0% |
| Subscription Assets | | 6700 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 0.00 | 0.00 | 0.0% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) | | | | | |
| Tuition | | | | | |
| Tuition for Instruction Under Interdistrict Attendance Agreements | | 7110 | 0.00 | 0.00 | 0.0% |
| Tuition, Excess Costs, and/or Deficit Payments | | | | | |
| Payments to Districts or Charter Schools | | 7141 | 0.00 | 0.00 | 0.0% |
| Payments to County Offices | | 7142 | 0.00 | 0.00 | 0.0% |
| Payments to JPAs | | 7143 | 0.00 | 0.00 | 0.0% |
| Other Transfers Out | | | | | |
| All Other Transfers | | 7281-7283 | 0.00 | 0.00 | 0.0% |
| All Other Transfers Out to All Others | | 7299 | 0.00 | 0.00 | 0.0% |
| Debt Service | | | | | |
| Debt Service - Interest | | 7438 | 106.00 | 106.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 18,000.00 | 18,000.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 18,106.00 | 18,106.00 | 0.0% |
| OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | | | |
| Transfers of Indirect Costs | | 7310 | 0.00 | 0.00 | 0.0% |
| Transfers of Indirect Costs - Interfund | | 7350 | 1,157.00 | 0.00 | -100.0% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | 1,157.00 | 0.00 | -100.0% |
| TOTAL, EXPENDITURES | | | 4,477,604.00 | 5,079,639.00 | 13.4% |
| INTERFUND TRANSFERS | | | | | |
| INTERFUND TRANSFERS IN | | | | | |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| INTERFUND TRANSFERS OUT | | | | | |
| 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 | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| Proceeds from Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| Proceeds from SBITAs | | 8974 | 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 | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| A. REVENUES | | | | | |
| 1) LCFF Sources | | 8010-8099 | 3,265,601.00 | 3,156,696.00 | -3.3% |
| 2) Federal Revenue | | 8100-8299 | 128,308.00 | 79,015.00 | -38.4% |
| 3) Other State Revenue | | 8300-8599 | 1,223,678.00 | 1,190,451.00 | -2.7% |
| 4) Other Local Revenue | | 8600-8799 | 70,373.00 | 30,373.00 | -56.8% |
| 5) TOTAL, REVENUES | | | 4,687,960.00 | 4,456,535.00 | -4.9% |
| B. EXPENDITURES (Objects 1000-7999) | | | | | |
| 1) Instruction | 1000-1999 | | 2,459,646.00 | 2,314,704.00 | -5.9% |
| 2) Instruction - Related Services | 2000-2999 | | 1,098,695.00 | 1,657,353.00 | 50.8% |
| 3) Pupil Services | 3000-3999 | | 364,780.00 | 577,739.00 | 58.4% |
| 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 | | 79,602.00 | 72,695.00 | -8.7% |
| 8) Plant Services | 8000-8999 | | 456,775.00 | 439,042.00 | -3.9% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 18,106.00 | 18,106.00 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 4,477,604.00 | 5,079,639.00 | 13.4% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10) | | | 210,356.00 | (623,104.00) | -396.2% |
| 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) | | | 210,356.00 | (623,104.00) | -396.2% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 4,040,383.70 | 4,250,739.70 | 5.2% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 4,040,383.70 | 4,250,739.70 | 5.2% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 4,040,383.70 | 4,250,739.70 | 5.2% |
| 2) Ending Balance, June 30 (E + F1e) | | | 4,250,739.70 | 3,627,635.70 | -14.7% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 1,178,874.19 | 1,912,716.19 | 62.2% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 3,071,872.51 | 1,714,926.51 | -44.2% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | (7.00) | (7.00) | 0.0% |

| Resource | Description | 2022-23 Estimated Actuals | 2023-24 Budget |
|---|---|---|---|
| 5810 | Other Restricted Federal | 1,015.00 | 2,030.00 |
| 6211 | Literacy Coaches and Reading Specialists Grant Program | 450,000.00 | 900,000.00 |
| 6266 | Educator Effectiveness, FY 2021-22 | 14,217.00 | 27,460.00 |
| 6300 | Lottery: Instructional Materials | 23,214.51 | 23,214.51 |
| 6762 | Arts, Music, and Instructional Materials Discretionary Block Grant | 83,436.00 | 166,872.00 |
| 7311 | Classified School Employee Professional Development Block Grant | 686.00 | 686.00 |
| 7338 | | 48,912.49 | 47,912.49 |
| 7412 | A-G Access/Success Grant | 70,000.00 | 88,750.00 |
| 7413 | A-G Learning Loss Mitigation Grant | 75,000.00 | 93,750.00 |
| 7425 | Expanded Learning Opportunities (ELO) Grant | 121,185.69 | 1.69 |
| 7426 | Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff | 17,193.50 | 22,003.50 |
| 7435 | Learning Recovery Emergency Block Grant | 261,880.00 | 523,760.00 |
| 7510 | Low-Performing Students Block Grant | 7,992.00 | 7,992.00 |
| 7810 | Other Restricted State | 4,142.00 | 8,284.00 |
| Total, Restricted Balance | | 1,178,874.19 | 1,912,716.19 |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| A. REVENUES | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 30,600.00 | 30,600.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 571,586.00 | 520,803.00 | -8.9% |
| 4) Other Local Revenue | | 8600-8799 | 3,300.00 | 2,100.00 | -36.4% |
| 5) TOTAL, REVENUES | | | 605,486.00 | 553,503.00 | -8.6% |
| B. EXPENDITURES | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 47,543.00 | 45,343.00 | -4.6% |
| 2) Classified Salaries | | 2000-2999 | 71,633.00 | 67,826.00 | -5.3% |
| 3) Employee Benefits | | 3000-3999 | 71,588.00 | 59,797.00 | -16.5% |
| 4) Books and Supplies | | 4000-4999 | 62,000.00 | 62,000.00 | 0.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 330,586.00 | 272,979.00 | -17.4% |
| 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 | 13,608.00 | 13,608.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 596,958.00 | 521,553.00 | -12.6% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) | | | 8,528.00 | 31,950.00 | 274.6% |
| 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) | | | 8,528.00 | 31,950.00 | 274.6% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 64,184.95 | 72,712.95 | 13.3% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 64,184.95 | 72,712.95 | 13.3% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 64,184.95 | 72,712.95 | 13.3% |
| 2) Ending Balance, June 30 (E + F1e) | | | 72,712.95 | 104,662.95 | 43.9% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 70,512.95 | 101,462.95 | 43.9% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 2,200.00 | 3,200.00 | 45.5% |
| 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 | | |
| 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 | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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) Lease Receivable | | 9380 | 0.00 | | |
| 10) 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 | | | | | |
| (G10 + H2) - (I6 + J2) | | | 0.00 | | |
| FEDERAL REVENUE | | | | | |
| Child Nutrition Programs | | 8220 | 0.00 | 0.00 | 0.0% |
| Interagency Contracts Between LEAs | | 8285 | 0.00 | 0.00 | 0.0% |
| Title I, Part A, Basic | 3010 | 8290 | 0.00 | 0.00 | 0.0% |
| All Other Federal Revenue | All Other | 8290 | 30,600.00 | 30,600.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 30,600.00 | 30,600.00 | 0.0% |
| OTHER STATE REVENUE | | | | | |
| Child Nutrition Programs | | 8520 | 0.00 | 0.00 | 0.0% |
| Child Development Apportionments | | 8530 | 0.00 | 0.00 | 0.0% |
| Pass-Through Revenues from State Sources | | 8587 | 0.00 | 0.00 | 0.0% |
| State Preschool | 6105 | 8590 | 441,886.00 | 391,103.00 | -11.5% |
| All Other State Revenue | All Other | 8590 | 129,700.00 | 129,700.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 571,586.00 | 520,803.00 | -8.9% |
| 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 | 3,300.00 | 2,100.00 | -36.4% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| Fees and Contracts | | | | | |
| Child Development Parent Fees | | 8673 | 0.00 | 0.00 | 0.0% |
| Interagency Services | | 8677 | 0.00 | 0.00 | 0.0% |
| All Other Fees and Contracts | | 8689 | 0.00 | 0.00 | 0.0% |
| Other Local Revenue | | | | | |
| All Other Local Revenue | | 8699 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In from All Others | | 8799 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 3,300.00 | 2,100.00 | -36.4% |
| TOTAL, REVENUES | | | 605,486.00 | 553,503.00 | -8.6% |
| CERTIFICATED SALARIES | | | | | |
| Certificated Teachers' Salaries | | 1100 | 47,543.00 | 45,343.00 | -4.6% |
| Certificated Pupil Support Salaries | | 1200 | 0.00 | 0.00 | 0.0% |
| Certificated Supervisors' and Administrators' Salaries | | 1300 | 0.00 | 0.00 | 0.0% |
| Other Certificated Salaries | | 1900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CERTIFICATED SALARIES | | | 47,543.00 | 45,343.00 | -4.6% |
| CLASSIFIED SALARIES | | | | | |
| Classified Instructional Salaries | | 2100 | 66,205.00 | 63,351.00 | -4.3% |
| Classified Support Salaries | | 2200 | 0.00 | 0.00 | 0.0% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 5,428.00 | 4,475.00 | -17.6% |
| Clerical, Technical and Office Salaries | | 2400 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| Other Classified Salaries | | 2900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CLASSIFIED SALARIES | | | 71,633.00 | 67,826.00 | -5.3% |
| EMPLOYEE BENEFITS | | | | | |
| STRS | | 3101-3102 | 18,773.00 | 18,353.00 | -2.2% |
| PERS | | 3201-3202 | 10,188.00 | 9,946.00 | -2.4% |
| OASDI/Medicare/Alternative | | 3301-3302 | 3,657.00 | 3,558.00 | -2.7% |
| Health and Welfare Benefits | | 3401-3402 | 24,059.00 | 13,150.00 | -45.3% |
| Unemployment Insurance | | 3501-3502 | 490.00 | 437.00 | -10.8% |
| Workers' Compensation | | 3601-3602 | 1,921.00 | 1,853.00 | -3.5% |
| OPEB, Allocated | | 3701-3702 | 12,500.00 | 12,500.00 | 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 | | | 71,588.00 | 59,797.00 | -16.5% |
| 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 | 62,000.00 | 62,000.00 | 0.0% |
| Noncapitalized Equipment | | 4400 | 0.00 | 0.00 | 0.0% |
| Food | | 4700 | 0.00 | 0.00 | 0.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 62,000.00 | 62,000.00 | 0.0% |
| SERVICES AND OTHER OPERATING EXPENDITURES | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Travel and Conferences | | 5200 | 200.00 | 200.00 | 0.0% |
| Dues and Memberships | | 5300 | 0.00 | 0.00 | 0.0% |
| Insurance | | 5400-5450 | 0.00 | 0.00 | 0.0% |
| Operations and Housekeeping Services | | 5500 | 13,000.00 | 13,000.00 | 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 | 317,386.00 | 259,779.00 | -18.2% |
| Communications | | 5900 | 0.00 | 0.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 330,586.00 | 272,979.00 | -17.4% |
| 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% |
| Subscription Assets | | 6700 | 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 | | | | | |
| Transfers of Indirect Costs - Interfund | | 7350 | 13,608.00 | 13,608.00 | 0.0% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | 13,608.00 | 13,608.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 596,958.00 | 521,553.00 | -12.6% |
| 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 | | | | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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% |
| Proceeds from SBITAs | | 8974 | 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 | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| A. REVENUES | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 30,600.00 | 30,600.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 571,586.00 | 520,803.00 | -8.9% |
| 4) Other Local Revenue | | 8600-8799 | 3,300.00 | 2,100.00 | -36.4% |
| 5) TOTAL, REVENUES | | | 605,486.00 | 553,503.00 | -8.6% |
| B. EXPENDITURES (Objects 1000-7999) | | | | | |
| 1) Instruction | 1000-1999 | | 507,007.00 | 432,921.00 | -14.6% |
| 2) Instruction - Related Services | 2000-2999 | | 63,343.00 | 62,024.00 | -2.1% |
| 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 | | 13,608.00 | 13,608.00 | 0.0% |
| 8) Plant Services | 8000-8999 | | 13,000.00 | 13,000.00 | 0.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 0.00 | 0.00 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 596,958.00 | 521,553.00 | -12.6% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10) | | | 8,528.00 | 31,950.00 | 274.6% |
| 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) | | | 8,528.00 | 31,950.00 | 274.6% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 64,184.95 | 72,712.95 | 13.3% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 64,184.95 | 72,712.95 | 13.3% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 64,184.95 | 72,712.95 | 13.3% |
| 2) Ending Balance, June 30 (E + F1e) | | | 72,712.95 | 104,662.95 | 43.9% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 70,512.95 | 101,462.95 | 43.9% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 2,200.00 | 3,200.00 | 45.5% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2022-23 Estimated Actuals | 2023-24 Budget |
|---|---|---|---|
| 5058 | Child Development: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - One-time Stipend | 45.16 | 195.16 |
| 5059 | Child Development: ARP California State Preschool Program One-time Stipend | 30,600.00 | 61,200.00 |
| 6130 | Child Development: Center-Based Reserve Account | 39,667.79 | 40,067.79 |
| Total, Restricted Balance | | 70,512.95 | 101,462.95 |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| A. REVENUES | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 309,328.00 | 460,000.00 | 48.7% |
| 3) Other State Revenue | | 8300-8599 | 19,000.00 | 19,000.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 5,550.00 | 4,500.00 | -18.9% |
| 5) TOTAL, REVENUES | | | 333,878.00 | 483,500.00 | 44.8% |
| B. EXPENDITURES | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 212,512.00 | 176,392.00 | -17.0% |
| 3) Employee Benefits | | 3000-3999 | 102,754.00 | 111,310.00 | 8.3% |
| 4) Books and Supplies | | 4000-4999 | 206,715.00 | 179,787.00 | -13.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 7,660.00 | 4,000.00 | -47.8% |
| 6) Capital Outlay | | 6000-6999 | 75,000.00 | 0.00 | -100.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299,7400-7499 | 0.00 | 0.00 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 0.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 604,641.00 | 471,489.00 | -22.0% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) | | | (270,763.00) | 12,011.00 | -104.4% |
| D. OTHER FINANCING SOURCES/USES | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | (270,763.00) | 12,011.00 | -104.4% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 308,782.43 | 38,019.43 | -87.7% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 308,782.43 | 38,019.43 | -87.7% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 308,782.43 | 38,019.43 | -87.7% |
| 2) Ending Balance, June 30 (E + F1e) | | | 38,019.43 | 50,030.43 | 31.6% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 2,647.49 | 0.00 | -100.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 25,599.64 | 38,259.13 | 49.5% |
| 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 | 9,772.30 | 11,772.30 | 20.5% |
| e) Unassigned/Unappropriated Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | (1.00) | New |
| G. ASSETS | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 2,647.49 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) Lease Receivable | | 9380 | 0.00 | | |
| 10) TOTAL, ASSETS | | | 2,647.49 | | |
| 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 | | | | | |
| (G10 + H2) - (I6 + J2) | | | 2,647.49 | | |
| FEDERAL REVENUE | | | | | |
| Child Nutrition Programs | | 8220 | 309,328.00 | 460,000.00 | 48.7% |
| Donated Food Commodities | | 8221 | 0.00 | 0.00 | 0.0% |
| All Other Federal Revenue | | 8290 | 0.00 | 0.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 309,328.00 | 460,000.00 | 48.7% |
| OTHER STATE REVENUE | | | | | |
| Child Nutrition Programs | | 8520 | 19,000.00 | 19,000.00 | 0.0% |
| All Other State Revenue | | 8590 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 19,000.00 | 19,000.00 | 0.0% |
| OTHER LOCAL REVENUE | | | | | |
| Other Local Revenue | | | | | |
| Sales | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| Food Service Sales | | 8634 | 1,500.00 | 2,500.00 | 66.7% |
| Leases and Rentals | | 8650 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 4,000.00 | 2,000.00 | -50.0% |
| 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 | 50.00 | 0.00 | -100.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 5,550.00 | 4,500.00 | -18.9% |
| TOTAL, REVENUES | | | 333,878.00 | 483,500.00 | 44.8% |
| 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 | 140,690.00 | 96,268.00 | -31.6% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 71,822.00 | 80,124.00 | 11.6% |
| 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 | | | 212,512.00 | 176,392.00 | -17.0% |
| EMPLOYEE BENEFITS | | | | | |
| STRS | | 3101-3102 | 0.00 | 0.00 | 0.0% |
| PERS | | 3201-3202 | 43,389.00 | 45,541.00 | 5.0% |
| OASDI/Medicare/Alternative | | 3301-3302 | 13,151.00 | 13,355.00 | 1.6% |
| Health and Welfare Benefits | | 3401-3402 | 40,900.00 | 33,330.00 | -18.5% |
| Unemployment Insurance | | 3501-3502 | 1,545.00 | 2,093.00 | 35.5% |
| Workers' Compensation | | 3601-3602 | 3,769.00 | 3,823.00 | 1.4% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| OPEB, Allocated | | 3701-3702 | 0.00 | 13,168.00 | New |
| 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 | | | 102,754.00 | 111,310.00 | 8.3% |
| BOOKS AND SUPPLIES | | | | | |
| Books and Other Reference Materials | | 4200 | 0.00 | 0.00 | 0.0% |
| Materials and Supplies | | 4300 | 67,615.00 | 38,787.00 | -42.6% |
| Noncapitalized Equipment | | 4400 | 0.00 | 0.00 | 0.0% |
| Food | | 4700 | 139,100.00 | 141,000.00 | 1.4% |
| TOTAL, BOOKS AND SUPPLIES | | | 206,715.00 | 179,787.00 | -13.0% |
| SERVICES AND OTHER OPERATING EXPENDITURES | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Travel and Conferences | | 5200 | 2,400.00 | 2,000.00 | -16.7% |
| Dues and Memberships | | 5300 | 0.00 | 0.00 | 0.0% |
| Insurance | | 5400-5450 | 0.00 | 0.00 | 0.0% |
| Operations and Housekeeping Services | | 5500 | 0.00 | 0.00 | 0.0% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs | | 5710 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs - Interfund | | 5750 | 0.00 | 0.00 | 0.0% |
| Professional/Consulting Services and Operating Expenditures | | 5800 | 5,260.00 | 2,000.00 | -62.0% |
| Communications | | 5900 | 0.00 | 0.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 7,660.00 | 4,000.00 | -47.8% |
| CAPITAL OUTLAY | | | | | |
| Buildings and Improvements of Buildings | | 6200 | 0.00 | 0.00 | 0.0% |
| Equipment | | 6400 | 75,000.00 | 0.00 | -100.0% |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.0% |
| Lease Assets | | 6600 | 0.00 | 0.00 | 0.0% |
| Subscription Assets | | 6700 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 75,000.00 | 0.00 | -100.0% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) | | | | | |
| Debt Service | | | | | |
| Debt Service - Interest | | 7438 | 0.00 | 0.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 0.00 | 0.00 | 0.0% |
| OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | | | |
| Transfers of Indirect Costs - Interfund | | 7350 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 604,641.00 | 471,489.00 | -22.0% |
| 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 | | | | | |
| 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% |
| Proceeds from SBITAs | | 8974 | 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% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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 | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| A. REVENUES | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 309,328.00 | 460,000.00 | 48.7% |
| 3) Other State Revenue | | 8300-8599 | 19,000.00 | 19,000.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 5,550.00 | 4,500.00 | -18.9% |
| 5) TOTAL, REVENUES | | | 333,878.00 | 483,500.00 | 44.8% |
| 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 | | 604,641.00 | 471,489.00 | -22.0% |
| 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 | | | 604,641.00 | 471,489.00 | -22.0% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10) | | | (270,763.00) | 12,011.00 | -104.4% |
| D. OTHER FINANCING SOURCES/USES | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | (270,763.00) | 12,011.00 | -104.4% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 308,782.43 | 38,019.43 | -87.7% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 308,782.43 | 38,019.43 | -87.7% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 308,782.43 | 38,019.43 | -87.7% |
| 2) Ending Balance, June 30 (E + F1e) | | | 38,019.43 | 50,030.43 | 31.6% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 2,647.49 | 0.00 | -100.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 25,599.64 | 38,259.13 | 49.5% |
| 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 | 9,772.30 | 11,772.30 | 20.5% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | (1.00) | New |

| Resource | Description | 2022-23 Estimated Actuals | 2023-24 Budget |
|---|---|---|---|
| 5310 | Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students) | 2,211.64 | 14,871.13 |
| 5316 | Child Nutrition: COVID CARES Act Supplemental Meal Reimbursement | 23,388.00 | 23,388.00 |
| Total, Restricted Balance | | 25,599.64 | 38,259.13 |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| A. REVENUES | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 1,200.00 | 0.00 | -100.0% |
| 5) TOTAL, REVENUES | | | 1,200.00 | 0.00 | -100.0% |
| 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 | 7,000.00 | 0.00 | -100.0% |
| 6) Capital Outlay | | 6000-6999 | 48,447.65 | 0.00 | -100.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299,7400-7499 | 0.00 | 0.00 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 0.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 55,447.65 | 0.00 | -100.0% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) | | | (54,247.65) | 0.00 | -100.0% |
| 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) | | | (54,247.65) | 0.00 | -100.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 76,753.88 | 22,506.23 | -70.7% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 76,753.88 | 22,506.23 | -70.7% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 76,753.88 | 22,506.23 | -70.7% |
| 2) Ending Balance, June 30 (E + F1e) | | | 22,506.23 | 22,506.23 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 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 | 22,506.23 | 22,506.23 | 0.0% |
| e) Unassigned/Unappropriated Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |
| G. ASSETS | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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) Lease Receivable | | 9380 | 0.00 | | |
| 10) 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 | | | | | |
| (G10 + 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 | 1,200.00 | 0.00 | -100.0% |
| 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 | | | 1,200.00 | 0.00 | -100.0% |
| TOTAL, REVENUES | | | 1,200.00 | 0.00 | -100.0% |
| 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% |
| 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% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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 | 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 | 7,000.00 | 0.00 | -100.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 7,000.00 | 0.00 | -100.0% |
| CAPITAL OUTLAY | | | | | |
| Land Improvements | | 6170 | 0.00 | 0.00 | 0.0% |
| Buildings and Improvements of Buildings | | 6200 | 48,447.65 | 0.00 | -100.0% |
| 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% |
| Subscription Assets | | 6700 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 48,447.65 | 0.00 | -100.0% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) | | | | | |
| Debt Service | | | | | |
| Debt Service - Interest | | 7438 | 0.00 | 0.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 0.00 | 0.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 55,447.65 | 0.00 | -100.0% |
| 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 | | | | | |
| Proceeds from Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| Proceeds from SBITAs | | 8974 | 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 | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| A. REVENUES | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 1,200.00 | 0.00 | -100.0% |
| 5) TOTAL, REVENUES | | | 1,200.00 | 0.00 | -100.0% |
| 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 | | 55,447.65 | 0.00 | -100.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 0.00 | 0.00 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 55,447.65 | 0.00 | -100.0% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10) | | | (54,247.65) | 0.00 | -100.0% |
| 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) | | | (54,247.65) | 0.00 | -100.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 76,753.88 | 22,506.23 | -70.7% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 76,753.88 | 22,506.23 | -70.7% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 76,753.88 | 22,506.23 | -70.7% |
| 2) Ending Balance, June 30 (E + F1e) | | | 22,506.23 | 22,506.23 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 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 | 22,506.23 | 22,506.23 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2022-23 Estimated Actuals | 2023-24 Budget |
|---|---|---|---|
| Total, Restricted Balance | | 0.00 | 0.00 |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 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 | 11,501.00 | 11,500.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 11,501.00 | 11,500.00 | 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) | | | 11,501.00 | 11,500.00 | 0.0% |
| D. OTHER FINANCING SOURCES/USES | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 112.00 | 0.00 | -100.0% |
| b) Transfers Out | | 7600-7629 | 112.00 | 0.00 | -100.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | 11,501.00 | 11,500.00 | 0.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 728,725.47 | 740,226.47 | 1.6% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 728,725.47 | 740,226.47 | 1.6% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 728,725.47 | 740,226.47 | 1.6% |
| 2) Ending Balance, June 30 (E + F1e) | | | 740,226.47 | 751,726.47 | 1.6% |
| 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 | | 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 | 740,226.47 | 751,726.47 | 1.6% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |
| G. ASSETS | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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) Lease Receivable | | 9380 | 0.00 | | |
| 10) 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 | | | | | |
| (G10 + H2) - (I6 + J2) | | | 0.00 | | |
| OTHER LOCAL REVENUE | | | | | |
| Other Local Revenue | | | | | |
| Sales | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 11,501.00 | 11,500.00 | 0.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 11,501.00 | 11,500.00 | 0.0% |
| TOTAL, REVENUES | | | 11,501.00 | 11,500.00 | 0.0% |
| INTERFUND TRANSFERS | | | | | |
| INTERFUND TRANSFERS IN | | | | | |
| From: General Fund/CSSF | | 8912 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers In | | 8919 | 112.00 | 0.00 | -100.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 112.00 | 0.00 | -100.0% |
| 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 | 112.00 | 0.00 | -100.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 112.00 | 0.00 | -100.0% |
| OTHER SOURCES/USES | | | | | |
| SOURCES | | | | | |
| Other Sources | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.0% |
| USES | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| CONTRIBUTIONS | | | | | |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 0.00 | 0.00 | 0.0% |

| Description | Function Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 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 | 11,501.00 | 11,500.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 11,501.00 | 11,500.00 | 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) | | | 11,501.00 | 11,500.00 | 0.0% |
| D. OTHER FINANCING SOURCES/USES | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 112.00 | 0.00 | -100.0% |
| b) Transfers Out | | 7600-7629 | 112.00 | 0.00 | -100.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | 11,501.00 | 11,500.00 | 0.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 728,725.47 | 740,226.47 | 1.6% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 728,725.47 | 740,226.47 | 1.6% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 728,725.47 | 740,226.47 | 1.6% |
| 2) Ending Balance, June 30 (E + F1e) | | | 740,226.47 | 751,726.47 | 1.6% |
| 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 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 740,226.47 | 751,726.47 | 1.6% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2022-23 Estimated Actuals | 2023-24 Budget |
|---|---|---|---|
| Total, Restricted Balance | | 0.00 | 0.00 |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 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 | 800.00 | 800.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 800.00 | 800.00 | 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) | | | 800.00 | 800.00 | 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) | | | 800.00 | 800.00 | 0.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 54,303.93 | 55,103.93 | 1.5% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 54,303.93 | 55,103.93 | 1.5% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 54,303.93 | 55,103.93 | 1.5% |
| 2) Ending Balance, June 30 (E + F1e) | | | 55,103.93 | 55,903.93 | 1.5% |
| 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 | 55,103.93 | 55,903.93 | 1.5% |
| 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 | | |
| 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 | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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) Lease Receivable | | 9380 | 0.00 | | |
| 10) 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 | | | | | |
| (G10 + H2) - (I6 + J2) | | | 0.00 | | |
| OTHER LOCAL REVENUE | | | | | |
| Other Local Revenue | | | | | |
| Interest | | 8660 | 800.00 | 800.00 | 0.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 800.00 | 800.00 | 0.0% |
| TOTAL, REVENUES | | | 800.00 | 800.00 | 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 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |
| OTHER SOURCES/USES | | | | | |
| SOURCES | | | | | |
| Other Sources | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.0% |
| USES | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| CONTRIBUTIONS | | | | | |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 0.00 | 0.00 | 0.0% |

| Description | Function Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 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 | 800.00 | 800.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 800.00 | 800.00 | 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) | | | 800.00 | 800.00 | 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) | | | 800.00 | 800.00 | 0.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 54,303.93 | 55,103.93 | 1.5% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 54,303.93 | 55,103.93 | 1.5% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 54,303.93 | 55,103.93 | 1.5% |
| 2) Ending Balance, June 30 (E + F1e) | | | 55,103.93 | 55,903.93 | 1.5% |
| 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 | 55,103.93 | 55,903.93 | 1.5% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2022-23 Estimated Actuals | 2023-24 Budget |
|---|---|---|---|
| Total, Restricted Balance | | 0.00 | 0.00 |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 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 | 500.00 | 500.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 500.00 | 500.00 | 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) | | | 500.00 | 500.00 | 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) | | | 500.00 | 500.00 | 0.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 30,594.81 | 31,094.81 | 1.6% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 30,594.81 | 31,094.81 | 1.6% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 30,594.81 | 31,094.81 | 1.6% |
| 2) Ending Balance, June 30 (E + F1e) | | | 31,094.81 | 31,594.81 | 1.6% |
| 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 | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 31,094.81 | 31,594.81 | 1.6% |
| 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 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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) Lease Receivable | | 9380 | 0.00 | | |
| 10) 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 (G10 + 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 | 500.00 | 500.00 | 0.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| Fees and Contracts | | | | | |
| Mitigation/Developer Fees | | 8681 | 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 | | | 500.00 | 500.00 | 0.0% |
| TOTAL, REVENUES | | | 500.00 | 500.00 | 0.0% |
| 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% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| TOTAL, CLASSIFIED SALARIES | | | 0.00 | 0.00 | 0.0% |
| EMPLOYEE BENEFITS | | | | | |
| STRS | | 3101-3102 | 0.00 | 0.00 | 0.0% |
| PERS | | 3201-3202 | 0.00 | 0.00 | 0.0% |
| OASDI/Medicare/Alternative | | 3301-3302 | 0.00 | 0.00 | 0.0% |
| Health and Welfare Benefits | | 3401-3402 | 0.00 | 0.00 | 0.0% |
| Unemployment Insurance | | 3501-3502 | 0.00 | 0.00 | 0.0% |
| Workers' Compensation | | 3601-3602 | 0.00 | 0.00 | 0.0% |
| OPEB, Allocated | | 3701-3702 | 0.00 | 0.00 | 0.0% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 0.00 | 0.00 | 0.0% |
| TOTAL, EMPLOYEE BENEFITS | | | 0.00 | 0.00 | 0.0% |
| BOOKS AND SUPPLIES | | | | | |
| Approved Textbooks and Core Curricula Materials | | 4100 | 0.00 | 0.00 | 0.0% |
| Books and Other Reference Materials | | 4200 | 0.00 | 0.00 | 0.0% |
| Materials and Supplies | | 4300 | 0.00 | 0.00 | 0.0% |
| Noncapitalized Equipment | | 4400 | 0.00 | 0.00 | 0.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 0.00 | 0.00 | 0.0% |
| SERVICES AND OTHER OPERATING EXPENDITURES | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Travel and Conferences | | 5200 | 0.00 | 0.00 | 0.0% |
| Insurance | | 5400-5450 | 0.00 | 0.00 | 0.0% |
| Operations and Housekeeping Services | | 5500 | 0.00 | 0.00 | 0.0% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs | | 5710 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs - Interfund | | 5750 | 0.00 | 0.00 | 0.0% |
| Professional/Consulting Services and Operating Expenditures | | 5800 | 0.00 | 0.00 | 0.0% |
| Communications | | 5900 | 0.00 | 0.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 0.00 | 0.00 | 0.0% |
| CAPITAL OUTLAY | | | | | |
| Land | | 6100 | 0.00 | 0.00 | 0.0% |
| Land Improvements | | 6170 | 0.00 | 0.00 | 0.0% |
| Buildings and Improvements of Buildings | | 6200 | 0.00 | 0.00 | 0.0% |
| Books and Media for New School Libraries or Major Expansion of School Libraries | | 6300 | 0.00 | 0.00 | 0.0% |
| Equipment | | 6400 | 0.00 | 0.00 | 0.0% |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.0% |
| Lease Assets | | 6600 | 0.00 | 0.00 | 0.0% |
| Subscription Assets | | 6700 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 0.00 | 0.00 | 0.0% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) | | | | | |
| Other Transfers Out | | | | | |
| All Other Transfers Out to All Others | | 7299 | 0.00 | 0.00 | 0.0% |
| Debt Service | | | | | |
| Debt Service - Interest | | 7438 | 0.00 | 0.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 0.00 | 0.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 0.00 | 0.00 | 0.0% |
| INTERFUND TRANSFERS | | | | | |
| INTERFUND TRANSFERS IN | | | | | |
| 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 | | | | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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% |
| Proceeds from SBITAs | | 8974 | 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 | 2022-23 Estimated Actuals | 2023-24 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 | 500.00 | 500.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 500.00 | 500.00 | 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) | | | 500.00 | 500.00 | 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) | | | 500.00 | 500.00 | 0.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 30,594.81 | 31,094.81 | 1.6% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 30,594.81 | 31,094.81 | 1.6% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 30,594.81 | 31,094.81 | 1.6% |
| 2) Ending Balance, June 30 (E + F1e) | | | 31,094.81 | 31,594.81 | 1.6% |
| 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 | 31,094.81 | 31,594.81 | 1.6% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2022-23 Estimated Actuals | 2023-24 Budget |
|---|---|---|---|
| Total, Restricted Balance | | 0.00 | 0.00 |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 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 | 8,000.00 | 4,000.00 | -50.0% |
| 5) TOTAL, REVENUES | | | 8,000.00 | 4,000.00 | -50.0% |
| 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 | 202,640.00 | 202,640.00 | 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 | | | 202,640.00 | 202,640.00 | 0.0% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) | | | (194,640.00) | (198,640.00) | 2.1% |
| D. OTHER FINANCING SOURCES/USES | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | (194,640.00) | (198,640.00) | 2.1% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 497,294.55 | 302,654.55 | -39.1% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 497,294.55 | 302,654.55 | -39.1% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 497,294.55 | 302,654.55 | -39.1% |
| 2) Ending Balance, June 30 (E + F1e) | | | 302,654.55 | 104,014.55 | -65.6% |
| 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 | 294,654.55 | 92,014.55 | -68.8% |
| 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 | 8,000.00 | 12,000.00 | 50.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |
| G. ASSETS | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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) Lease Receivable | | 9380 | 0.00 | | |
| 10) 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 (G10 + 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 | 8,000.00 | 4,000.00 | -50.0% |
| 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 | | | 8,000.00 | 4,000.00 | -50.0% |
| TOTAL, REVENUES | | | 8,000.00 | 4,000.00 | -50.0% |
| 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 | | | | | |
| Books and Other Reference Materials | | 4200 | 0.00 | 0.00 | 0.0% |
| Materials and Supplies | | 4300 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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 | 202,640.00 | 202,640.00 | 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% |
| Subscription Assets | | 6700 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 202,640.00 | 202,640.00 | 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 | | | 202,640.00 | 202,640.00 | 0.0% |
| INTERFUND TRANSFERS | | | | | |
| INTERFUND TRANSFERS IN | | | | | |
| To: State School Building Fund/County School Facilities Fund From: All Other Funds | | 8913 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| INTERFUND TRANSFERS OUT | | | | | |
| From: All Other Funds To: State School Building Fund/County School Facilities Fund | | 7613 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |
| OTHER SOURCES/USES | | | | | |
| SOURCES | | | | | |
| Proceeds | | | | | |
| Proceeds from Disposal of Capital Assets | | 8953 | 0.00 | 0.00 | 0.0% |
| Other Sources | | | | | |
| 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% |
| Proceeds from SBITAs | | 8974 | 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% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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 | 2022-23 Estimated Actuals | 2023-24 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 | 8,000.00 | 4,000.00 | -50.0% |
| 5) TOTAL, REVENUES | | | 8,000.00 | 4,000.00 | -50.0% |
| 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 | | 202,640.00 | 202,640.00 | 0.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 0.00 | 0.00 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 202,640.00 | 202,640.00 | 0.0% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10) | | | (194,640.00) | (198,640.00) | 2.1% |
| D. OTHER FINANCING SOURCES/USES | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4) | | | (194,640.00) | (198,640.00) | 2.1% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 497,294.55 | 302,654.55 | -39.1% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 497,294.55 | 302,654.55 | -39.1% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 497,294.55 | 302,654.55 | -39.1% |
| 2) Ending Balance, June 30 (E + F1e) | | | 302,654.55 | 104,014.55 | -65.6% |
| 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 | 294,654.55 | 92,014.55 | -68.8% |
| 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 | 8,000.00 | 12,000.00 | 50.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2022-23 Estimated Actuals | 2023-24 Budget |
|---|---|---|---|
| 7710 | State School Facilities Projects | 294,654.55 | 92,014.55 |
| Total, Restricted Balance | | 294,654.55 | 92,014.55 |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 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 | 1,803.00 | 1,800.00 | -0.2% |
| 5) TOTAL, REVENUES | | | 1,803.00 | 1,800.00 | -0.2% |
| B. EXPENDITURES | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 0.00 | 0.00 | 0.0% |
| 3) Employee Benefits | | 3000-3999 | 0.00 | 0.00 | 0.0% |
| 4) Books and Supplies | | 4000-4999 | 0.00 | 0.00 | 0.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 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) | | | 1,803.00 | 1,800.00 | -0.2% |
| D. OTHER FINANCING SOURCES/USES | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 292.00 | 0.00 | -100.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | (292.00) | 0.00 | -100.0% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | 1,511.00 | 1,800.00 | 19.1% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 122,478.59 | 123,989.59 | 1.2% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 122,478.59 | 123,989.59 | 1.2% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 122,478.59 | 123,989.59 | 1.2% |
| 2) Ending Balance, June 30 (E + F1e) | | | 123,989.59 | 125,789.59 | 1.5% |
| 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 | 123,989.59 | 125,789.59 | 1.5% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |
| G. ASSETS | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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) Lease Receivable | | 9380 | 0.00 | | |
| 10) 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 (G10 + 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 | 1,803.00 | 1,800.00 | -0.2% |
| 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 | | | 1,803.00 | 1,800.00 | -0.2% |
| TOTAL, REVENUES | | | 1,803.00 | 1,800.00 | -0.2% |
| 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% |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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% |
| Subscription Assets | | 6700 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 0.00 | 0.00 | 0.0% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) | | | | | |
| Other Transfers Out | | | | | |
| Transfers of Pass-Through Revenues | | | | | |
| To Districts or Charter Schools | | 7211 | 0.00 | 0.00 | 0.0% |
| To County Offices | | 7212 | 0.00 | 0.00 | 0.0% |
| To JPAs | | 7213 | 0.00 | 0.00 | 0.0% |
| All Other Transfers Out to All Others | | 7299 | 0.00 | 0.00 | 0.0% |
| Debt Service | | | | | |
| Debt Service - Interest | | 7438 | 0.00 | 0.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 0.00 | 0.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 0.00 | 0.00 | 0.0% |
| INTERFUND TRANSFERS | | | | | |
| INTERFUND TRANSFERS IN | | | | | |
| To: Special Reserve Fund From: General Fund/CSSF | | 8912 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| INTERFUND TRANSFERS OUT | | | | | |
| From: Special Reserve Fund To: General Fund/CSSF | | 7612 | 292.00 | 0.00 | -100.0% |
| 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 | | | 292.00 | 0.00 | -100.0% |
| 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% |
| Proceeds from SBITAs | | 8974 | 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 | | | | | |

| Description | Resource Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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) | | | (292.00) | 0.00 | -100.0% |

| Description | Function Codes | Object Codes | 2022-23 Estimated Actuals | 2023-24 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 | 1,803.00 | 1,800.00 | -0.2% |
| 5) TOTAL, REVENUES | | | 1,803.00 | 1,800.00 | -0.2% |
| B. EXPENDITURES (Objects 1000-7999) | | | | | |
| 1) Instruction | 1000-1999 | | 0.00 | 0.00 | 0.0% |
| 2) Instruction - Related Services | 2000-2999 | | 0.00 | 0.00 | 0.0% |
| 3) Pupil Services | 3000-3999 | | 0.00 | 0.00 | 0.0% |
| 4) Ancillary Services | 4000-4999 | | 0.00 | 0.00 | 0.0% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 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) | | | 1,803.00 | 1,800.00 | -0.2% |
| D. OTHER FINANCING SOURCES/USES | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 292.00 | 0.00 | -100.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | (292.00) | 0.00 | -100.0% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4) | | | 1,511.00 | 1,800.00 | 19.1% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 122,478.59 | 123,989.59 | 1.2% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 122,478.59 | 123,989.59 | 1.2% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 122,478.59 | 123,989.59 | 1.2% |
| 2) Ending Balance, June 30 (E + F1e) | | | 123,989.59 | 125,789.59 | 1.5% |
| 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 | 123,989.59 | 125,789.59 | 1.5% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2022-23 Estimated Actuals | 2023-24 Budget |
|---|---|---|---|
| Total, Restricted Balance | | 0.00 | 0.00 |

| Description | 2022-23 Estimated Actuals | | | 2023-24 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) | 277.64 | 277.64 | 328.51 | 277.64 | 277.64 | 305.07 |
| **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)** | 277.64 | 277.64 | 328.51 | 277.64 | 277.64 | 305.07 |
| **5. District Funded County Program ADA** | | | | | | |
| a. County Community Schools | | | | | | |
| b. Special Education-Special Day Class | | | | | | |
| c. Special Education-NPS/LCI | | | | | | |
| d. Special Education Extended Year | | | | | | |
| e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools | | | | | | |
| f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380] | | | | | | |
| **g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)** | 277.64 | 277.64 | 328.51 | 277.64 | 277.64 | 305.07 |
| **7. Adults in Correctional Facilities** | | | | | | |
| **8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)** | | | | | | |

| Description | 2022-23 Estimated Actuals | | | 2023-24 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 | 2022-23 Estimated Actuals | | | 2023-24 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)] | | | | | | |
| **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 |

| | Unaudited Balance July 1 | Audit Adjustments/ Restatements | Audited Balance July 1 | Increases | Decreases | Ending Balance June 30 |
|---|---|---|---|---|---|---|
| **Governmental Activities:** | | | | | | |
| Capital assets not being depreciated: | | | | | | |
| Land | 214.00 | | 214.00 | | | 214.00 |
| Work in Progress | 298,036.00 | | 298,036.00 | | | 298,036.00 |
| Total capital assets not being depreciated | 298,250.00 | 0.00 | 298,250.00 | 0.00 | 0.00 | 298,250.00 |
| Capital assets being depreciated: | | | | | | |
| Land Improvements | 1,197,849.00 | 1,078,192.00 | 2,276,041.00 | | | 2,276,041.00 |
| Buildings | 2,978,059.00 | (436,340.00) | 2,541,719.00 | | | 2,541,719.00 |
| Equipment | 1,044,979.00 | (126,694.00) | 918,285.00 | | | 918,285.00 |
| Total capital assets being depreciated | 5,220,887.00 | 515,158.00 | 5,736,045.00 | 0.00 | 0.00 | 5,736,045.00 |
| Accumulated Depreciation for: | | | | | | |
| Land Improvements | (673,969.00) | (182,754.00) | (856,723.00) | | | (856,723.00) |
| Buildings | (2,168,938.00) | (771.00) | (2,169,709.00) | | | (2,169,709.00) |
| Equipment | (903,153.00) | 261,930.00 | (641,223.00) | | | (641,223.00) |
| Total accumulated depreciation | (3,746,060.00) | 78,405.00 | (3,667,655.00) | 0.00 | 0.00 | (3,667,655.00) |
| Total capital assets being depreciated, net excluding lease and subscription assets | 1,474,827.00 | 593,563.00 | 2,068,390.00 | 0.00 | 0.00 | 2,068,390.00 |
| Lease Assets | | | 0.00 | | | 0.00 |
| Accumulated amortization for lease assets | | | 0.00 | | | 0.00 |
| Total lease assets, net | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subscription Assets | | | 0.00 | | | 0.00 |
| Accumulated amortization for subscription assets | | | 0.00 | | | 0.00 |
| Total subscription assets, net | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Governmental activity capital assets, net | 1,773,077.00 | 593,563.00 | 2,366,640.00 | 0.00 | 0.00 | 2,366,640.00 |
| **Business-Type Activities:** | | | | | | |
| Capital assets not being depreciated: | | | | | | |
| Land | | | 0.00 | | | 0.00 |
| Work in Progress | | | 0.00 | | | 0.00 |
| Total capital assets not being depreciated | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Capital assets being depreciated: | | | | | | |
| Land Improvements | | | 0.00 | | | 0.00 |
| Buildings | | | 0.00 | | | 0.00 |
| Equipment | | | 0.00 | | | 0.00 |
| Total capital assets being depreciated | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Accumulated Depreciation for: | | | | | | |
| Land Improvements | | | 0.00 | | | 0.00 |
| Buildings | | | 0.00 | | | 0.00 |
| Equipment | | | 0.00 | | | 0.00 |
| Total accumulated depreciation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total capital assets being depreciated, net excluding lease and subscription assets | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Lease Assets | | | 0.00 | | | 0.00 |
| Accumulated amortization for lease assets | | | 0.00 | | | 0.00 |
| Total lease assets, net | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subscription Assets | | | 0.00 | | | 0.00 |
| Accumulated amortization for subscription assets | | | 0.00 | | | 0.00 |
| Total subscription assets, net | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Business-type activity capital assets, net | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

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:

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

Signed _____ Date of Meeting: 6/28/23

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name: Jordan Soliz

Title: Director of Business Services

Telephone: 559-233-6501

E-mail: jordan_s@wpesd.org

| 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 | 1,838,928.00 | 301 | 0.00 | 303 | 1,838,928.00 | 305 | 5,000.00 | | 307 | 1,833,928.00 | 309 |
| 2000 - Classified Salaries | 905,674.00 | 311 | 24,561.00 | 313 | 881,113.00 | 315 | 0.00 | | 317 | 881,113.00 | 319 |
| 3000 - Employee Benefits | 1,506,177.00 | 321 | 59,257.00 | 323 | 1,446,920.00 | 325 | 1,163.00 | | 327 | 1,445,757.00 | 329 |
| 4000 - Books, Supplies Equip Replace. (6500) | 1,697,022.00 | 331 | 46,198.00 | 333 | 1,650,824.00 | 335 | 61,183.00 | | 337 | 1,589,641.00 | 339 |
| 5000 - Services . . & 7300 - Indirect Costs | 3,089,346.00 | 341 | 10,953.00 | 343 | 3,078,393.00 | 345 | 275,317.00 | | 347 | 2,803,076.00 | 349 |
| | | | | TOTAL | 8,896,178.00 | 365 | | | TOTAL | 8,553,515.00 | 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 | 1,608,911.00 | 375 |
| 2. Salaries of Instructional Aides Per EC 41011 | 2100 | 276,690.00 | 380 |
| 3. STRS | 3101 & 3102 | 473,078.00 | 382 |
| 4. PERS | 3201 & 3202 | 62,159.00 | 383 |
| 5. OASDI - Regular, Medicare and Alternative | 3301 & 3302 | 49,220.00 | 384 |
| 6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans) | 3401 & 3402 | 307,675.00 | 385 |
| 7. Unemployment Insurance | 3501 & 3502 | 10,370.00 | 390 |
| 8. Workers' Compensation Insurance | 3601 & 3602 | 47,509.00 | 392 |
| 9. OPEB, Active Employees (EC 41372) | 3751 & 3752 | 0.00 | |
| 10. Other Benefits (EC 22310) | 3901 & 3902 | 0.00 | 393 |

| | | |
|---|---|---|
| 11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10) | 2,835,612.00 | 395 |
| 12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2 | 23,153.00 | |
| 13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted) | 0.00 | 396 |
| b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)* | | 396 |
| 14. TOTAL SALARIES AND BENEFITS | 2,812,459.00 | 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. | 32.88% | |
| 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) | 60.00% |
| 2. Percentage spent by this district (Part II, Line 15) | 32.88% |
| 3. Percentage below the minimum (Part III, Line 1 minus Line 2) | 27.12% |
| 4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369) | 8,553,515.00 |
| 5. Deficiency Amount (Part III, Line 3 times Line 4) | 2,319,713.27 |

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

| PART I - CURRENT EXPENSE FORMULA | Total Expense for Year (1) | EDP No. | Reductions (See Note 1) (2) | EDP No. | Current Expense of Education (Col 1 - Col 2) (3) | EDP No. | Reductions (Extracted) (See Note 2) (4a) | Reductions (Overrides)* (See Note 2) (4b) | EDP No. | Current Expense-Part II (Col 3 - Col 4) (5) | EDP No. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1000 - Certificated Salaries | 2,281,453.00 | 301 | 0.00 | 303 | 2,281,453.00 | 305 | 0.00 | | 307 | 2,281,453.00 | 309 |
| 2000 - Classified Salaries | 1,098,693.00 | 311 | 0.00 | 313 | 1,098,693.00 | 315 | 0.00 | | 317 | 1,098,693.00 | 319 |
| 3000 - Employee Benefits | 1,612,798.00 | 321 | 40,214.00 | 323 | 1,572,584.00 | 325 | 0.00 | | 327 | 1,572,584.00 | 329 |
| 4000 - Books, Supplies Equip Replace. (6500) | 512,700.00 | 331 | 0.00 | 333 | 512,700.00 | 335 | 74,726.00 | | 337 | 437,974.00 | 339 |
| 5000 - Services. . . & 7300 - Indirect Costs | 1,785,068.00 | 341 | 10,000.00 | 343 | 1,775,068.00 | 345 | 296,573.00 | | 347 | 1,478,495.00 | 349 |
| | | | | TOTAL | 7,240,498.00 | 365 | | | TOTAL | 6,869,199.00 | 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 | 1,894,797.00 | 375 |
| 2. Salaries of Instructional Aides Per EC 41011 | 2100 | 237,053.00 | 380 |
| 3. STRS | 3101 & 3102 | 458,436.00 | 382 |
| 4. PERS | 3201 & 3202 | 67,201.00 | 383 |
| 5. OASDI - Regular, Medicare and Alternative | 3301 & 3302 | 45,382.00 | 384 |
| 6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans) | 3401 & 3402 | 336,173.00 | 385 |
| 7. Unemployment Insurance | 3501 & 3502 | 23,509.00 | 390 |
| 8. Workers' Compensation Insurance | 3601 & 3602 | 43,126.00 | 392 |
| 9. OPEB, Active Employees (EC 41372) | 3751 & 3752 | 0.00 | |
| 10. Other Benefits (EC 22310) | 3901 & 3902 | 0.00 | 393 |

| | | |
|---|---|---|
| 11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10) | 3,105,677.00 | 395 |
| 12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2 | 0.00 | |
| 13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted) | 0.00 | 396 |
| b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)* | | 396 |
| 14. TOTAL SALARIES AND BENEFITS | 3,105,677.00 | 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 | 45.21% | |
| 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) | 60.00% |
| 2. Percentage spent by this district (Part II, Line 15) | 45.21% |
| 3. Percentage below the minimum (Part III, Line 1 minus Line 2) | 14.79% |
| 4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369) | 6,869,199.00 |
| 5. Deficiency Amount (Part III, Line 3 times Line 4) | 1,015,954.53 |

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

| Description | Unaudited Balance July 1 | Audit Adjustments/ Restatements | Audited Balance July 1 | Increases | Decreases | Ending Balance June 30 | Amounts Due Within One Year |
|---|---|---|---|---|---|---|---|
| **Governmental Activities:** | | | | | | | |
| General Obligation Bonds Payable | | | 0.00 | | | 0.00 | |
| State School Building Loans Payable | | | 0.00 | | | 0.00 | |
| Certificates of Participation Payable | | | 0.00 | | | 0.00 | |
| Leases Payable | 179,861.32 | 136,489.00 | 316,350.32 | | | 316,350.32 | 78,418.00 |
| Lease Revenue Bonds Payable | | | 0.00 | | | 0.00 | |
| Other General Long-Term Debt | | | 0.00 | | | 0.00 | |
| Net Pension Liability | 7,283,063.00 | (3,266,465.00) | 4,016,598.00 | | | 4,016,598.00 | |
| Total/Net OPEB Liability | 1,442,986.00 | 193,851.00 | 1,636,837.00 | | | 1,636,837.00 | |
| Compensated Absences Payable | 18,476.00 | 25,571.00 | 44,047.00 | | | 44,047.00 | |
| Subscription Liability | | | 0.00 | | | 0.00 | |
| Governmental activities long-term liabilities | 8,924,386.32 | (2,910,554.00) | 6,013,832.32 | 0.00 | 0.00 | 6,013,832.32 | 78,418.00 |
| **Business-Type Activities:** | | | | | | | |
| General Obligation Bonds Payable | | | 0.00 | | | 0.00 | |
| State School Building Loans Payable | | | 0.00 | | | 0.00 | |
| Certificates of Participation Payable | | | 0.00 | | | 0.00 | |
| Leases Payable | | | 0.00 | | | 0.00 | |
| Lease Revenue Bonds Payable | | | 0.00 | | | 0.00 | |
| Other General Long-Term Debt | | | 0.00 | | | 0.00 | |
| Net Pension Liability | | | 0.00 | | | 0.00 | |
| Total/Net OPEB Liability | | | 0.00 | | | 0.00 | |
| Compensated Absences Payable | | | 0.00 | | | 0.00 | |
| Subscription Liability | | | 0.00 | | | 0.00 | |
| Business-type activities long-term liabilities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Section I - Expenditures | Funds 01, 09, and 62 | | | 2022-23 Expenditures |
|---|---|---|---|---|
| | Goals | Functions | Objects | |
| A. Total state, federal, and local expenditures (all resources) | All | All | 1000-7999 | 13,600,556.13 |
| B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385) | All | All | 1000-7999 | 2,865,697.00 |
| 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 | 40,917.13 |
| 3. Debt Service | All | 9100 | 5400-5450, 5800, 7430-7439 | 55,398.00 |
| 4. Other Transfers Out | All | 9200 | 7200-7299 | 0.00 |
| 5. Interfund Transfers Out | All | 9300 | 7600-7629 | 0.00 |
| 6. All Other Financing Uses | All | 9100, 9200 | 7699, 7651 | 0.00 |
| 7. Nonagency | 7100-7199 | All except 5000-5999, 9000-9999 | 1000-7999 | 54,453.00 |
| 8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received) | All | All | 8710 | 0.00 |

| | | | | |
|---|---|---|---|---|
| 9. Supplemental expenditures made as a result of a Presidentially declared disaster | Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2. | | | |
| 10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9) | | | | 150,768.13 |
| D. Plus additional MOE expenditures: | | | | |
| 1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero) | All | All | 1000-7143, 7300-7439 minus 8000-8699 | 270,763.00 |
| 2. Expenditures to cover deficits for student body activities | Manually entered. Must not include expenditures in lines A or D1. | | | |
| E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2) | | | | 10,854,854.00 |

| **Section II - Expenditures Per ADA** | **2022-23 Annual ADA/Exps. Per ADA** |
|---|---|
| A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9) | 277.64 |
| B. Expenditures per ADA (Line I.E divided by Line II.A) | 39,096.87 |

| 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.) | 7,198,793.57 | 13,433.09 |
| 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) | 7,198,793.57 | 13,433.09 |
| B. Required effort (Line A.2 times 90%) | 6,478,914.21 | 12,089.78 |
| C. Current year expenditures (Line I.E and Line II.B) | 10,854,854.00 | 39,096.87 |
| 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 2024-25 may be reduced by the lower of the two percentages) | 0.00% | 0.00% |

**SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)**

| Description of Adjustments | Total Expenditures | Expenditures Per ADA |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| Total adjustments to base expenditures | 0.00 | 0.00 |

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

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

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

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 7200-7700, goals 0000 and 9000) — 423,125.00
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

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

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 6,669,820.00

**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) — 6.34%

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

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

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

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

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

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

**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) — 773,572.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 11,900.00

| | |
|---|---|
| 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) | 17,000.00 |
| 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) | 54,451.85 |
| 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) | 15,406.20 |
| 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) | 872,330.05 |
| 9. Carry-Forward Adjustment (Part IV, Line F) | 386,758.29 |
| 10. Total Adjusted Indirect Costs (Line A8 plus Line A9) | 1,259,088.34 |
| **B. Base Costs** | |
| 1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100) | 8,371,257.00 |
| 2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100) | 1,964,416.00 |
| 3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100) | 973,033.00 |
| 4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100) | 8,300.00 |
| 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) | 271,160.00 |
| 8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3) | 9,500.00 |
| 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) | 8,253.00 |
| 10. Centralized Data Processing (portion charged to restricted resources or specific goals only) | |
| (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals | |
| except 0000 and 9000, objects 1000-5999) | 0.00 |
| 11. Plant Maintenance and Operations (all except portion relating to general administrative offices) | |
| (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5) | 804,410.15 |
| 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) | 227,593.80 |
| 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) | 1,500.00 |
| 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) | 583,350.00 |
| 17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100) | 390,541.00 |
| 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) | 13,613,313.95 |
| **C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment** | |
| **(For information only - not for use when claiming/recovering indirect costs)** | |
| (Line A8 divided by Line B19) | 6.41% |
| **D. Preliminary Proposed Indirect Cost Rate** | |
| **(For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/fg/ac/ic)** | |
| (Line A10 divided by Line B19) | 9.25% |

**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)** | 872,330.05 |
| **B. Carry-forward adjustment from prior year(s)** | |
| 1. Carry-forward adjustment from the second prior year | 26,288.84 |
| 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 (3.76%) times Part III, Line B19); zero if negative | 386,758.29 |
| 2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (3.76%) times Part III, Line B19) or (the highest rate used to recover costs from any program (5.12%) times Part III, Line B19); zero if positive | 0.00 |
| **D. Preliminary carry-forward adjustment (Line C1 or C2)** | 386,758.29 |
| **E. Optional allocation of negative carry-forward adjustment over more than one year** | |
| Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate. | |
| Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation: | not applicable |
| Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years: | not applicable |
| Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years: | not applicable |
| LEA request for Option 1, Option 2, or Option 3 | 1 |
| **F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)** | 386,758.29 |

Approved indirect cost rate: 3.76%

Highest rate used in any program: 5.12%

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 | 3182 | 205,953.00 | 10,549.00 | 5.12% |
| 01 | 4035 | 14,415.00 | 155.00 | 1.08% |
| 01 | 6500 | 351,694.00 | 8,383.00 | 2.38% |
| 09 | 3010 | 22,196.00 | 179.00 | 0.81% |
| 09 | 4035 | 26,000.00 | 978.00 | 3.76% |
| 12 | 6105 | 428,578.00 | 13,608.00 | 3.18% |

| 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 | 374,999.43 | | 94,935.38 | 469,934.81 |
| 2. State Lottery Revenue | 8560 | 114,067.00 | | 47,598.00 | 161,665.00 |
| 3. Other Local Revenue | 8600-8799 | 317.00 | | 0.00 | 317.00 |
| 4. Transfers from Funds of Lapsed/Reorganized Districts | 8965 | 0.00 | | 0.00 | 0.00 |
| 5. Contributions from Unrestricted Resources (Total must be zero) | 8980 | 0.00 | | | 0.00 |
| 6. Total Available (Sum Lines A1 through A5) | | 489,383.43 | 0.00 | 142,533.38 | 631,916.81 |
| **B. EXPENDITURES AND OTHER FINANCING USES** | | | | | |
| 1. Certificated Salaries | 1000-1999 | 5,000.00 | | 0.00 | 5,000.00 |
| 2. Classified Salaries | 2000-2999 | 0.00 | | 0.00 | 0.00 |
| 3. Employee Benefits | 3000-3999 | 1,163.00 | | 0.00 | 1,163.00 |
| 4. Books and Supplies | 4000-4999 | 65,403.00 | | 28,007.00 | 93,410.00 |
| 5. a. Services and Other Operating Expenditures (Resource 1100) | 5000-5999 | 15,000.00 | | | 15,000.00 |
| b. Services and Other Operating Expenditures (Resource 6300) | 5000-5999, except 5100, 5710, 5800 | | | 0.00 | 0.00 |
| c. Duplicating Costs for Instructional Materials (Resource 6300) | 5100, 5710, 5800 | | | 0.00 | 0.00 |
| 6. Capital Outlay | 6000-6999 | 0.00 | | 0.00 | 0.00 |
| 7. Tuition | 7100-7199 | 0.00 | | | 0.00 |
| 8. Interagency Transfers Out | | | | | |
| a. To Other Districts, County Offices, and Charter Schools | 7211, 7212, 7221, 7222, 7281, 7282 | 0.00 | | | 0.00 |
| b. To JPAs and All Others | 7213, 7223, 7283, 7299 | 0.00 | | | 0.00 |
| 9. Transfers of Indirect Costs | 7300-7399 | 0.00 | | | 0.00 |
| 10. Debt Service | 7400-7499 | 0.00 | | | 0.00 |
| 11. All Other Financing Uses | 7630-7699 | 0.00 | | | 0.00 |
| 12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 ) | | 86,566.00 | 0.00 | 28,007.00 | 114,573.00 |
| **C. ENDING BALANCE (Must equal Line A6 minus Line B12)** | 979Z | 402,817.43 | 0.00 | 114,526.38 | 517,343.81 |
| **D. COMMENTS:** | | | | | |

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

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

| Description | Object Codes | 2023-24 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2024-25 Projection (C) | % Change (Cols. E-C/C) (D) | 2025-26 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 | 4,518,609.00 | -5.93% | 4,250,794.00 | 1.86% | 4,329,754.00 |
| 2. Federal Revenues | 8100-8299 | 0.00 | 0.00% | | 0.00% | |
| 3. Other State Revenues | 8300-8599 | 59,802.00 | 0.00% | 59,802.00 | 0.00% | 59,802.00 |
| 4. Other Local Revenues | 8600-8799 | 162,000.00 | 0.00% | 162,000.00 | 0.00% | 162,000.00 |
| 5. Other Financing Sources | | | | | | |
| a. Transfers In | 8900-8929 | 0.00 | 0.00% | | 0.00% | |
| b. Other Sources | 8930-8979 | 0.00 | 0.00% | | 0.00% | |
| c. Contributions | 8980-8999 | (712,243.00) | -0.17% | (710,997.00) | 1.10% | (718,846.00) |
| 6. Total (Sum lines A1 thru A5c) | | 4,028,168.00 | -6.62% | 3,761,599.00 | 1.89% | 3,832,710.00 |
| B. EXPENDITURES AND OTHER FINANCING USES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| a. Base Salaries | | | | 2,056,791.00 | | 1,937,643.00 |
| b. Step & Column Adjustment | | | | 30,852.00 | | 29,065.00 |
| c. Cost-of-Living Adjustment | | | | | | |
| d. Other Adjustments | | | | (150,000.00) | | (75,000.00) |
| e. Total Certificated Salaries (Sum lines B1a thru B1d) | 1000-1999 | 2,056,791.00 | -5.79% | 1,937,643.00 | -2.37% | 1,891,708.00 |
| 2. Classified Salaries | | | | | | |
| a. Base Salaries | | | | 859,354.00 | | 772,244.00 |
| b. Step & Column Adjustment | | | | 12,890.00 | | 11,584.00 |
| c. Cost-of-Living Adjustment | | | | | | |
| d. Other Adjustments | | | | (100,000.00) | | (100,000.00) |
| e. Total Classified Salaries (Sum lines B2a thru B2d) | 2000-2999 | 859,354.00 | -10.14% | 772,244.00 | -11.45% | 683,828.00 |
| 3. Employee Benefits | 3000-3999 | 1,208,197.00 | -4.03% | 1,159,546.00 | -2.93% | 1,125,530.00 |
| 4. Books and Supplies | 4000-4999 | 324,559.00 | 2.50% | 332,673.00 | 2.50% | 340,990.00 |
| 5. Services and Other Operating Expenditures | 5000-5999 | 1,019,876.00 | -24.47% | 770,343.00 | -7.23% | 714,632.00 |
| 6. Capital Outlay | 6000-6999 | 75,917.00 | 39.52% | 105,917.00 | -100.00% | 0.00 |
| 7. Other Outgo (excluding Transfers of Indirect Costs) | 7100-7299, 7400-7499 | 41,792.00 | 0.00% | 41,792.00 | 0.00% | 41,792.00 |
| 8. Other Outgo - Transfers of Indirect Costs | 7300-7399 | (99,603.00) | 0.00% | (99,603.00) | 0.00% | (99,603.00) |
| 9. Other Financing Uses | | | | | | |
| a. Transfers Out | 7600-7629 | 0.00 | 0.00% | | 0.00% | |
| b. Other Uses | 7630-7699 | 0.00 | 0.00% | | 0.00% | |
| 10. Other Adjustments (Explain in Section F below) | | | | | | |
| 11. Total (Sum lines B1 thru B10) | | 5,486,883.00 | -8.50% | 5,020,555.00 | -6.41% | 4,698,877.00 |

| Description | Object Codes | 2023-24 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2024-25 Projection (C) | % Change (Cols. E-C/C) (D) | 2025-26 Projection (E) |
|---|---|---|---|---|---|---|
| C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11) | | (1,458,715.00) | | (1,258,956.00) | | (866,167.00) |
| D. FUND BALANCE | | | | | | |
| 1. Net Beginning Fund Balance (Form 01, line F1e) | | 3,974,139.47 | | 2,515,424.47 | | 1,256,468.47 |
| 2. Ending Fund Balance (Sum lines C and D1) | | 2,515,424.47 | | 1,256,468.47 | | 390,301.47 |
| 3. Components of Ending Fund Balance | | | | | | |
| a. Nonspendable | 9710-9719 | 2,000.00 | | 2,000.00 | | 2,000.00 |
| b. Restricted | 9740 | | | | | |
| c. Committed | | | | | | |
| 1. Stabilization Arrangements | 9750 | 0.00 | | | | |
| 2. Other Commitments | 9760 | 0.00 | | | | |
| d. Assigned | 9780 | 0.00 | | | | |
| e. Unassigned/Unappropriated | | | | | | |
| 1. Reserve for Economic Uncertainties | 9789 | 130,941.00 | | 356,497.00 | | 340,804.00 |
| 2. Unassigned/Unappropriated | 9790 | 2,382,483.47 | | 897,971.47 | | 47,497.47 |
| f. Total Components of Ending Fund Balance (Line D3f must agree with line D2) | | 2,515,424.47 | | 1,256,468.47 | | 390,301.47 |
| E. AVAILABLE RESERVES | | | | | | |
| 1. General Fund | | | | | | |
| a. Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | 0.00 |
| b. Reserve for Economic Uncertainties | 9789 | 130,941.00 | | 356,497.00 | | 340,804.00 |
| c. Unassigned/Unappropriated | 9790 | 2,382,483.47 | | 897,971.47 | | 47,497.47 |
| (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 | 751,726.47 | | 751,726.47 | | 751,726.47 |
| c. Unassigned/Unappropriated | 9790 | | | | | |
| 3. Total Available Reserves (Sum lines E1a thru E2c) | | 3,265,150.94 | | 2,006,194.94 | | 1,140,027.94 |

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.

Reduction in Salaries and Benefits for Additional duties in LCAP.

| Description | Object Codes | 2023-24 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2024-25 Projection (C) | % Change (Cols. E-C/C) (D) | 2025-26 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% | |
| 2. Federal Revenues | 8100-8299 | 394,168.00 | 0.00% | 394,168.00 | 0.00% | 394,168.00 |
| 3. Other State Revenues | 8300-8599 | 713,140.00 | 0.00% | 713,140.00 | 0.00% | 713,140.00 |
| 4. Other Local Revenues | 8600-8799 | 291,042.00 | 0.00% | 291,042.00 | 0.00% | 291,042.00 |
| 5. Other Financing Sources | | | | | | |
| a. Transfers In | 8900-8929 | 0.00 | 0.00% | | 0.00% | |
| b. Other Sources | 8930-8979 | 0.00 | 0.00% | | 0.00% | |
| c. Contributions | 8980-8999 | 712,243.00 | -0.17% | 710,997.00 | 1.10% | 718,846.00 |
| 6. Total (Sum lines A1 thru A5c) | | 2,110,593.00 | -0.06% | 2,109,347.00 | 0.37% | 2,117,196.00 |
| B. EXPENDITURES AND OTHER FINANCING USES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| a. Base Salaries | | | | 224,662.00 | | 228,032.00 |
| b. Step & Column Adjustment | | | | 3,370.00 | | 3,420.00 |
| c. Cost-of-Living Adjustment | | | | | | |
| d. Other Adjustments | | | | | | |
| e. Total Certificated Salaries (Sum lines B1a thru B1d) | 1000-1999 | 224,662.00 | 1.50% | 228,032.00 | 1.50% | 231,452.00 |
| 2. Classified Salaries | | | | | | |
| a. Base Salaries | | | | 239,339.00 | | 242,929.00 |
| b. Step & Column Adjustment | | | | 3,590.00 | | 3,644.00 |
| c. Cost-of-Living Adjustment | | | | | | |
| d. Other Adjustments | | | | | | |
| e. Total Classified Salaries (Sum lines B2a thru B2d) | 2000-2999 | 239,339.00 | 1.50% | 242,929.00 | 1.50% | 246,573.00 |
| 3. Employee Benefits | 3000-3999 | 404,601.00 | 0.44% | 406,395.00 | 0.19% | 407,180.00 |
| 4. Books and Supplies | 4000-4999 | 148,141.00 | 0.00% | 148,141.00 | 0.00% | 148,141.00 |
| 5. Services and Other Operating Expenditures | 5000-5999 | 778,800.00 | 0.00% | 778,800.00 | 0.00% | 778,800.00 |
| 6. Capital Outlay | 6000-6999 | 249,055.00 | -12.05% | 219,055.00 | 0.00% | 219,055.00 |
| 7. Other Outgo (excluding Transfers of Indirect Costs) | 7100-7299, 7400-7499 | 0.00 | 0.00% | | 0.00% | |
| 8. Other Outgo - Transfers of Indirect Costs | 7300-7399 | 85,995.00 | 0.00% | 85,995.00 | 0.00% | 85,995.00 |
| 9. Other Financing Uses | | | | | | |
| a. Transfers Out | 7600-7629 | 0.00 | 0.00% | | 0.00% | |
| b. Other Uses | 7630-7699 | 0.00 | 0.00% | | 0.00% | |
| 10. Other Adjustments (Explain in Section F below) | | | | | | |
| 11. Total (Sum lines B1 thru B10) | | 2,130,593.00 | -1.00% | 2,109,347.00 | 0.37% | 2,117,196.00 |
| C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11) | | (20,000.00) | | 0.00 | | 0.00 |

| Description | Object Codes | 2023-24 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2024-25 Projection (C) | % Change (Cols. E-C/C) (D) | 2025-26 Projection (E) |
|---|---|---|---|---|---|---|
| D. FUND BALANCE | | | | | | |
| 1. Net Beginning Fund Balance (Form 01, line F1e) | | 1,199,081.08 | | 1,179,081.08 | | 1,179,081.08 |
| 2. Ending Fund Balance (Sum lines C and D1) | | 1,179,081.08 | | 1,179,081.08 | | 1,179,081.08 |
| 3. Components of Ending Fund Balance | | | | | | |
| a. Nonspendable | 9710-9719 | 0.00 | | | | |
| b. Restricted | 9740 | 1,179,087.08 | | 1,690,113.08 | | 1,690,113.08 |
| c. Committed | | | | | | |
| 1. Stabilization Arrangements | 9750 | | | | | |
| 2. Other Commitments | 9760 | | | | | |
| d. Assigned | 9780 | | | | | |
| e. Unassigned/Unappropriated | | | | | | |
| 1. Reserve for Economic Uncertainties | 9789 | | | | | |
| 2. Unassigned/Unappropriated | 9790 | (6.00) | | (511,032.00) | | (511,032.00) |
| f. Total Components of Ending Fund Balance (Line D3f must agree with line D2) | | 1,179,081.08 | | 1,179,081.08 | | 1,179,081.08 |
| E. AVAILABLE RESERVES | | | | | | |
| 1. General Fund | | | | | | |
| a. Stabilization Arrangements | 9750 | | | | | |
| b. Reserve for Economic Uncertainties | 9789 | | | | | |
| c. Unassigned/Unappropriated | 9790 | | | | | |
| (Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.) | | | | | | |
| 2. Special Reserve Fund - Noncapital Outlay (Fund 17) | | | | | | |
| a. Stabilization Arrangements | 9750 | | | | | |
| b. Reserve for Economic Uncertainties | 9789 | | | | | |
| c. Unassigned/Unappropriated | 9790 | | | | | |
| 3. Total Available Reserves (Sum lines E1a thru E2c) | | | | | | |

F. ASSUMPTIONS

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

| Description | Object Codes | 2023-24 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2024-25 Projection (C) | % Change (Cols. E-C/C) (D) | 2025-26 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 | 4,518,609.00 | -5.93% | 4,250,794.00 | 1.86% | 4,329,754.00 |
| 2. Federal Revenues | 8100-8299 | 394,168.00 | 0.00% | 394,168.00 | 0.00% | 394,168.00 |
| 3. Other State Revenues | 8300-8599 | 772,942.00 | 0.00% | 772,942.00 | 0.00% | 772,942.00 |
| 4. Other Local Revenues | 8600-8799 | 453,042.00 | 0.00% | 453,042.00 | 0.00% | 453,042.00 |
| 5. Other Financing Sources | | | | | | |
| a. Transfers In | 8900-8929 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| b. Other Sources | 8930-8979 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| c. Contributions | 8980-8999 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 6. Total (Sum lines A1 thru A5c) | | 6,138,761.00 | -4.36% | 5,870,946.00 | 1.34% | 5,949,906.00 |
| B. EXPENDITURES AND OTHER FINANCING USES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| a. Base Salaries | | | | 2,281,453.00 | | 2,165,675.00 |
| b. Step & Column Adjustment | | | | 34,222.00 | | 32,485.00 |
| c. Cost-of-Living Adjustment | | | | 0.00 | | 0.00 |
| d. Other Adjustments | | | | (150,000.00) | | (75,000.00) |
| e. Total Certificated Salaries (Sum lines B1a thru B1d) | 1000-1999 | 2,281,453.00 | -5.07% | 2,165,675.00 | -1.96% | 2,123,160.00 |
| 2. Classified Salaries | | | | | | |
| a. Base Salaries | | | | 1,098,693.00 | | 1,015,173.00 |
| b. Step & Column Adjustment | | | | 16,480.00 | | 15,228.00 |
| c. Cost-of-Living Adjustment | | | | 0.00 | | 0.00 |
| d. Other Adjustments | | | | (100,000.00) | | (100,000.00) |
| e. Total Classified Salaries (Sum lines B2a thru B2d) | 2000-2999 | 1,098,693.00 | -7.60% | 1,015,173.00 | -8.35% | 930,401.00 |
| 3. Employee Benefits | 3000-3999 | 1,612,798.00 | -2.91% | 1,565,941.00 | -2.12% | 1,532,710.00 |
| 4. Books and Supplies | 4000-4999 | 472,700.00 | 1.72% | 480,814.00 | 1.73% | 489,131.00 |
| 5. Services and Other Operating Expenditures | 5000-5999 | 1,798,676.00 | -13.87% | 1,549,143.00 | -3.60% | 1,493,432.00 |
| 6. Capital Outlay | 6000-6999 | 324,972.00 | 0.00% | 324,972.00 | -32.59% | 219,055.00 |
| 7. Other Outgo (excluding Transfers of Indirect Costs) | 7100-7299, 7400-7499 | 41,792.00 | 0.00% | 41,792.00 | 0.00% | 41,792.00 |
| 8. Other Outgo - Transfers of Indirect Costs | 7300-7399 | (13,608.00) | 0.00% | (13,608.00) | 0.00% | (13,608.00) |
| 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) | | 7,617,476.00 | -6.40% | 7,129,902.00 | -4.40% | 6,816,073.00 |
| C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11) | | (1,478,715.00) | | (1,258,956.00) | | (866,167.00) |

| Description | Object Codes | 2023-24 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2024-25 Projection (C) | % Change (Cols. E-C/C) (D) | 2025-26 Projection (E) |
|---|---|---|---|---|---|---|
| D. FUND BALANCE | | | | | | |
| 1. Net Beginning Fund Balance (Form 01, line F1e) | | 5,173,220.55 | | 3,694,505.55 | | 2,435,549.55 |
| 2. Ending Fund Balance (Sum lines C and D1) | | 3,694,505.55 | | 2,435,549.55 | | 1,569,382.55 |
| 3. Components of Ending Fund Balance | | | | | | |
| a. Nonspendable | 9710-9719 | 2,000.00 | | 2,000.00 | | 2,000.00 |
| b. Restricted | 9740 | 1,179,087.08 | | 1,690,113.08 | | 1,690,113.08 |
| 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 | 0.00 | | 0.00 | | 0.00 |
| e. Unassigned/Unappropriated | | | | | | |
| 1. Reserve for Economic Uncertainties | 9789 | 130,941.00 | | 356,497.00 | | 340,804.00 |
| 2. Unassigned/Unappropriated | 9790 | 2,382,477.47 | | 386,939.47 | | (463,534.53) |
| f. Total Components of Ending Fund Balance (Line D3f must agree with line D2) | | 3,694,505.55 | | 2,435,549.55 | | 1,569,382.55 |
| E. AVAILABLE RESERVES | | | | | | |
| 1. General Fund | | | | | | |
| a. Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | 0.00 |
| b. Reserve for Economic Uncertainties | 9789 | 130,941.00 | | 356,497.00 | | 340,804.00 |
| c. Unassigned/Unappropriated | 9790 | 2,382,483.47 | | 897,971.47 | | 47,497.47 |
| d. Negative Restricted Ending Balances (Negative resources 2000-9999) | 979Z | (14.00) | | (511,032.00) | | (511,032.00) |
| 2. Special Reserve Fund - Noncapital Outlay (Fund 17) | | | | | | |
| a. Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | 0.00 |
| b. Reserve for Economic Uncertainties | 9789 | 751,726.47 | | 751,726.47 | | 751,726.47 |
| c. Unassigned/Unappropriated | 9790 | 0.00 | | 0.00 | | 0.00 |
| 3. Total Available Reserves - by Amount (Sum lines E1a thru E2c) | | 3,265,136.94 | | 1,495,162.94 | | 628,995.94 |
| 4. Total Available Reserves - by Percent (Line E3 divided by Line F3c) | | 42.86% | | 20.97% | | 9.23% |
| 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): | | | | | | |
| a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? | Yes | | | | | |

| Description | Object Codes | 2023-24 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2024-25 Projection (C) | % Change (Cols. E-C/C) (D) | 2025-26 Projection (E) |
|---|---|---|---|---|---|---|
| b. If you are the SELPA AU and are excluding special education pass-through funds: | | | | | | |
| 1. Enter the name(s) of the SELPA(s): | | | | | | |
| 2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E) | | 0.00 | | | | |
| 2. District ADA | | | | | | |
| Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections) | | 277.64 | | 277.64 | | 277.64 |
| 3. Calculating the Reserves | | | | | | |
| a. Expenditures and Other Financing Uses (Line B11) | | 7,617,476.00 | | 7,129,902.00 | | 6,816,073.00 |
| b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No) | | 0.00 | | 0.00 | | 0.00 |
| c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b) | | 7,617,476.00 | | 7,129,902.00 | | 6,816,073.00 |
| d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details) | | 5.00% | | 5.00% | | 5.00% |
| e. Reserve Standard - By Percent (Line F3c times F3d) | | 380,873.80 | | 356,495.10 | | 340,803.65 |
| f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details) | | 80,000.00 | | 80,000.00 | | 80,000.00 |
| g. Reserve Standard (Greater of Line F3e or F3f) | | 380,873.80 | | 356,495.10 | | 340,803.65 |
| h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g) | | YES | | YES | | YES |

| | | |
|---|---|---|
| Current LEA: | 10-62539-0000000 West Park Elementary | |
| Selected SELPA: | BE | (Enter a SELPA ID from the list below then save and close) |
| POTENTIAL SELPAS FOR THIS LEA | | DATE APPROVED |
| ID | SELPA-TITLE | (from Form SEA) |
| BE | Fresno County | |

| 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 | (14,765.00) | | | | |
| Other Sources/Uses Detail | | | | | 292.00 | 0.00 | | |
| 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 | 1,157.00 | 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 | 13,608.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 13 CAFETERIA SPECIAL REVENUE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 14 DEFERRED MAINTENANCE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 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 | | | | | 112.00 | 112.00 | | |
| 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 | | |

| Description | Direct Costs - Interfund Transfers In 5750 | Direct Costs - Interfund Transfers Out 5750 | Indirect Costs - Interfund Transfers In 7350 | Indirect Costs - Interfund Transfers Out 7350 | Interfund Transfers In 8900-8929 | Interfund Transfers Out 7600-7629 | Due From Other Funds 9310 | Due To Other Funds 9610 |
|---|---|---|---|---|---|---|---|---|
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 19 FOUNDATION SPECIAL REVENUE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 21 BUILDING FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 25 CAPITAL FACILITIES FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 35 COUNTY SCHOOL FACILITIES FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 292.00 | | |
| 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 | | | | | | | | |

| Description | Direct Costs - Interfund Transfers In 5750 | Direct Costs - Interfund Transfers Out 5750 | Indirect Costs - Interfund Transfers In 7350 | Indirect Costs - Interfund Transfers Out 7350 | Interfund Transfers In 8900-8929 | Interfund Transfers Out 7600-7629 | Due From Other Funds 9310 | Due To Other Funds 9610 |
|---|---|---|---|---|---|---|---|---|
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 56 DEBT SERVICE FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 57 FOUNDATION PERMANENT FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 61 CAFETERIA ENTERPRISE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 62 CHARTER SCHOOLS ENTERPRISE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 63 OTHER ENTERPRISE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 66 WAREHOUSE REVOLVING FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 67 SELF-INSURANCE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 71 RETIREE BENEFIT FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 73 FOUNDATION PRIVATE-PURPOSE TRUST FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 76 WARRANT/PASS-THROUGH FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | | | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 95 STUDENT BODY FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |

| Description | Direct Costs - Interfund Transfers In 5750 | Direct Costs - Interfund Transfers Out 5750 | Indirect Costs - Interfund Transfers In 7350 | Indirect Costs - Interfund 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 | | | | | | | 0.00 | 0.00 |
| TOTALS | 0.00 | 0.00 | 14,765.00 | (14,765.00) | 404.00 | 404.00 | 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 | (13,608.00) | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 08 STUDENT ACTIVITY SPECIAL REVENUE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 09 CHARTER SCHOOLS SPECIAL REVENUE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 10 SPECIAL EDUCATION PASS-THROUGH FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | | | | |
| Fund Reconciliation | | | | | | | | |
| 11 ADULT EDUCATION FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 12 CHILD DEVELOPMENT FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 13,608.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 13 CAFETERIA SPECIAL REVENUE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 14 DEFERRED MAINTENANCE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 15 PUPIL TRANSPORTATION EQUIPMENT FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 18 SCHOOL BUS EMISSIONS REDUCTION 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 |
|---|---|---|---|---|---|---|---|---|
| 19 FOUNDATION SPECIAL REVENUE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 21 BUILDING FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 25 CAPITAL FACILITIES FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 35 COUNTY SCHOOL FACILITIES FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 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 | | | | | | | | |

| 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 |
|---|---|---|---|---|---|---|---|---|
| 56 DEBT SERVICE FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 57 FOUNDATION PERMANENT FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 61 CAFETERIA ENTERPRISE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 62 CHARTER SCHOOLS ENTERPRISE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 63 OTHER ENTERPRISE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 66 WAREHOUSE REVOLVING FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 67 SELF-INSURANCE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 71 RETIREE BENEFIT FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | | | |
| Fund Reconciliation | | | | | | | | |
| 73 FOUNDATION PRIVATE-PURPOSE TRUST FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | | | |
| Fund Reconciliation | | | | | | | | |
| 76 WARRANT/PASS-THROUGH FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | | | | |
| Fund Reconciliation | | | | | | | | |
| 95 STUDENT BODY FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | | | | |
| Fund Reconciliation | | | | | | | | |
| TOTALS | 0.00 | 0.00 | 13,608.00 | (13,608.00) | 0.00 | 0.00 | | |

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

Deviations from the standards must be explained and may affect the approval of the budget.

## CRITERIA AND STANDARDS

**1. CRITERION: Average Daily Attendance**

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

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

| | |
|---|---|
| District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): | 277.64 |
| **District's ADA Standard Percentage Level:** | **3.0%** |

### 1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

| Fiscal Year | Original Budget 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 (2020-21) | | | | |
| District Regular | 348 | 349 | | |
| Charter School | | 292 | | |
| **Total ADA** | **348** | **641** | **N/A** | **Met** |
| Second Prior Year (2021-22) | | | | |
| District Regular | 348 | 348 | | |
| Charter School | | | | |
| **Total ADA** | **348** | **348** | **0.0%** | **Met** |
| First Prior Year (2022-23) | | | | |
| District Regular | 329 | 329 | | |
| Charter School | | 0 | | |
| **Total ADA** | **329** | **329** | **0.0%** | **Met** |
| Budget Year (2023-24) | | | | |
| District Regular | 305 | | | |
| Charter School | 0 | | | |
| **Total ADA** | **305** | | | |

## 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): 277.6

**District's Enrollment Standard Percentage Level:** **3.0%**

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

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

| Fiscal Year | Enrollment Budget | Enrollment CBEDS Actual | Enrollment Variance Level (If Budget is greater than Actual, else N/A) | Status |
|---|---|---|---|---|
| Third Prior Year (2020-21) | | | | |
| District Regular | 347 | 635 | | |
| Charter School | | | | |
| **Total Enrollment** | **347** | **635** | **N/A** | **Met** |
| Second Prior Year (2021-22) | | | | |
| District Regular | 309 | 586 | | |
| Charter School | | | | |
| **Total Enrollment** | **309** | **586** | **N/A** | **Met** |
| First Prior Year (2022-23) | | | | |
| District Regular | 307 | 307 | | |
| Charter School | | | | |
| **Total Enrollment** | **307** | **307** | **0.0%** | **Met** |
| Budget Year (2023-24) | | | | |
| District Regular | 307 | | | |
| Charter School | | | | |
| **Total Enrollment** | **307** | | | |

## 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 Estimated/Unaudited Actuals (Form A, Lines A4 and C4) | Enrollment CBEDS Actual (Criterion 2, Item 2A) | Historical Ratio of ADA to Enrollment |
|---|---|---|---|
| Third Prior Year (2020-21) | | | |
| District Regular | 349 | 635 | |
| Charter School | 292 | 0 | |
| **Total ADA/Enrollment** | **641** | **635** | **100.9%** |
| Second Prior Year (2021-22) | | | |
| District Regular | 269 | 586 | |
| Charter School | 0 | | |
| **Total ADA/Enrollment** | **269** | **586** | **46.0%** |
| First Prior Year (2022-23) | | | |
| District Regular | 278 | 307 | |
| Charter School | | | |
| **Total ADA/Enrollment** | **278** | **307** | **90.4%** |
| | | Historical Average Ratio: | 79.1% |
| | | **District's ADA to Enrollment Standard (historical average ratio plus 0.5%):** | **79.6%** |

## 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 Budget (Form A, Lines A4 and C4) | Enrollment Budget/Projected (Criterion 2, Item 2A) | Ratio of ADA to Enrollment | Status |
|---|---|---|---|---|
| Budget Year (2023-24) | | | | |
| District Regular | 278 | 307 | | |
| Charter School | 0 | | | |
| **Total ADA/Enrollment** | **278** | **307** | **90.4%** | **Not Met** |
| 1st Subsequent Year (2024-25) | | | | |
| District Regular | 278 | 307 | | |
| Charter School | | | | |
| **Total ADA/Enrollment** | **278** | **307** | **90.6%** | **Not Met** |
| 2nd Subsequent Year (2025-26) | | | | |
| District Regular | 278 | 307 | | |
| Charter School | | | | |
| **Total ADA/Enrollment** | **278** | **307** | **90.6%** | **Not Met** |

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

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

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

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

Charter #'s are included in prior years which doesn't reflect the correct district ADA %'s

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 COLA[1] 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 (2022-23) | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|---|---|
| Step 1 - Change in Population | | | | | |
| a. | ADA (Funded) (Form A, lines A6 and C4) | 328.51 | 305.07 | 281.64 | 277.64 |
| b. | Prior Year ADA (Funded) | | 328.51 | 305.07 | 281.64 |
| c. | Difference (Step 1a minus Step 1b) | | (23.44) | (23.43) | (4.00) |
| d. | Percent Change Due to Population (Step 1c divided by Step 1b) | | (7.14%) | (7.68%) | (1.42%) |
| Step 2 - Change in Funding Level | | | | | |
| a. | Prior Year LCFF Funding | | 4,518,609.00 | 4,250,794.00 | 4,329,754.00 |
| b1. | COLA percentage | | 8.22% | 3.94% | 3.29% |
| b2. | COLA amount (proxy for purposes of this criterion) | | 371,429.66 | 167,481.28 | 142,448.91 |
| c. | Percent Change Due to Funding Level (Step 2b2 divided by Step 2a) | | 8.22% | 3.94% | 3.29% |
| Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c) | | | 1.08% | (3.74%) | 1.87% |
| | **LCFF Revenue Standard (Step 3, plus/minus 1%):** | | **0.08% to 2.08%** | **-4.74% to -2.74%** | **0.87% to 2.87%** |

## 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 (2022-23) | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|---|
| Projected Local Property Taxes (Form 01, Objects 8021 - 8089) | 369,575.00 | 366,740.00 | 366,740.00 | 366,740.00 |
| 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 (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| **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 (2022-23) | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|---|
| LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089) | 4,834,891.00 | 4,671,677.00 | 4,411,032.00 | 4,491,283.00 |
| District's Projected Change in LCFF Revenue: | | (3.38%) | (5.58%) | 1.82% |
| **LCFF Revenue Standard** | | **0.08% to 2.08%** | **-4.74% to -2.74%** | **0.87% to 2.87%** |
| **Status:** | | Not Met | Not 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)

Changes to ADA calculation and other state changes per School Services Dartboard and FCMAT LCFF Calculator

**5. CRITERION: Salaries and Benefits**

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

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

DATA ENTRY: All data are extracted or calculated.

| Fiscal Year | Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) | Total Expenditures (Form 01, Objects 1000-7499) | Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures |
|---|---|---|---|
| Third Prior Year (2020-21) | 2,257,746.67 | 2,917,649.84 | 77.4% |
| Second Prior Year (2021-22) | 2,269,923.89 | 3,146,321.75 | 72.1% |
| First Prior Year (2022-23) | 3,074,835.00 | 4,467,735.13 | 68.8% |
| | | Historical Average Ratio: | 72.8% |

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| District's Reserve Standard Percentage (Criterion 10B, Line 4): | 5.0% | 5.0% | 5.0% |
| **District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):** | **67.8% to 77.8%** | **67.8% to 77.8%** | **67.8% to 77.8%** |

## 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) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3) | Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10) | Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures | Status |
|---|---|---|---|---|
| Budget Year (2023-24) | 4,124,342.00 | 5,486,883.00 | 75.2% | Met |
| 1st Subsequent Year (2024-25) | 3,869,433.00 | 5,020,555.00 | 77.1% | Met |
| 2nd Subsequent Year (2025-26) | 3,701,066.00 | 4,698,877.00 | 78.8% | Not Met |

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

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

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

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

The district continues to review expenditures and will revise as necessary

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 (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| 1. District's Change in Population and Funding Level (Criterion 4A1, Step 3): | 1.08% | (3.74%) | 1.87% |
| **2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):** | **-8.92% to 11.08%** | **-13.74% to 6.26%** | **-8.13% to 11.87%** |
| 3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%): | -3.92% to 6.08% | -8.74% to 1.26% | -3.13% to 6.87% |

## 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 (2022-23) | 2,637,911.00 | | |
| Budget Year (2023-24) | 394,168.00 | (85.06%) | Yes |
| 1st Subsequent Year (2024-25) | 394,168.00 | 0.00% | No |
| 2nd Subsequent Year (2025-26) | 394,168.00 | 0.00% | No |

**Explanation:** (required if Yes) Federal revenues adjusted for one time funding

| | | | |
|---|---|---|---|
| **Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)** | | | |
| First Prior Year (2022-23) | 1,534,414.00 | | |
| Budget Year (2023-24) | 772,942.00 | (49.63%) | Yes |
| 1st Subsequent Year (2024-25) | 772,942.00 | 0.00% | No |
| 2nd Subsequent Year (2025-26) | 772,942.00 | 0.00% | No |

**Explanation:** (required if Yes) State revenues adjusted for one time funding

| | | | |
|---|---|---|---|
| **Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)** | | | |
| First Prior Year (2022-23) | 497,350.00 | | |
| Budget Year (2023-24) | 453,042.00 | (8.91%) | Yes |
| 1st Subsequent Year (2024-25) | 453,042.00 | 0.00% | No |
| 2nd Subsequent Year (2025-26) | 453,042.00 | 0.00% | No |

**Explanation:** (required if Yes) Additional revenues received in current year, not anticipating in future years

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

| | | | |
|---|---|---|---|
| First Prior Year (2022-23) | 1,697,022.00 | | |
| Budget Year (2023-24) | 472,700.00 | (72.15%) | Yes |
| 1st Subsequent Year (2024-25) | 480,814.00 | 1.72% | Yes |
| 2nd Subsequent Year (2025-26) | 489,131.00 | 1.73% | No |

**Explanation:** (required if Yes) Expenses adjusted for one time funding

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

| | | | |
|---|---|---|---|
| First Prior Year (2022-23) | 3,104,111.00 | | |
| Budget Year (2023-24) | 1,798,676.00 | (42.06%) | Yes |
| 1st Subsequent Year (2024-25) | 1,549,143.00 | (13.87%) | Yes |
| 2nd Subsequent Year (2025-26) | 1,493,432.00 | (3.60%) | Yes |

**Explanation:** (required if Yes) Expenses adjusted for one time funding

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

DATA ENTRY: All data are extracted or calculated.

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

| Object Range / Fiscal Year | Amount | Percent Change Over Previous Year | Status |
|---|---|---|---|
| First Prior Year (2022-23) | 4,669,675.00 | | |
| Budget Year (2023-24) | 1,620,152.00 | (65.30%) | Not Met |
| 1st Subsequent Year (2024-25) | 1,620,152.00 | 0.00% | Met |
| 2nd Subsequent Year (2025-26) | 1,620,152.00 | 0.00% | Met |

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

| | | | |
|---|---|---|---|
| First Prior Year (2022-23) | 4,801,133.00 | | |
| Budget Year (2023-24) | 2,271,376.00 | (52.69%) | Not Met |
| 1st Subsequent Year (2024-25) | 2,029,957.00 | (10.63%) | Met |
| 2nd Subsequent Year (2025-26) | 1,982,563.00 | (2.33%) | 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) Federal revenues adjusted for one time funding

**Explanation:** Other State Revenue (linked from 6B if NOT met) State revenues adjusted for one time funding

**Explanation:** Other Local Revenue (linked from 6B if NOT met) Additional revenues received in current year, not anticipating in future years

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

| | |
|---|---|
| **Explanation:** Books and Supplies (linked from 6B if NOT met) | Expenses adjusted for one time funding |
| **Explanation:** **Services and Other Exps** (linked from 6B if NOT met) | Expenses adjusted for one time funding |

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 exlude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 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) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

| | | 3% Required Minimum Contribution (Line 2c times 3%) | Budgeted Contribution[1] to the Ongoing and Major Maintenance Account | Status |
|---|---|---|---|---|
| a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690) | 7,460,541.00 | | | |
| b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No) | | | | |
| c. Net Budgeted Expenditures and Other Financing Uses | 7,460,541.00 | 223,816.23 | 363,246.00 | 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 reserves[1] as a percentage of total expenditures and other financing uses[2] 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 (2020-21) | Second Prior Year (2021-22) | First Prior Year (2022-23) |
|---|---|---|---|---|
| 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) | 0.00 | 203,401.00 | 871,167.47 |
| | c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790) | 3,598,028.59 | 3,377,596.60 | 3,841,198.47 |
| | 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 | (6.00) |
| | e. Available Reserves (Lines 1a through 1d) | 3,598,028.59 | 3,580,997.60 | 4,712,359.94 |
| 2. | Expenditures and Other Financing Uses | | | |
| | a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) | 4,863,370.48 | 5,085,010.93 | 9,122,952.13 |
| | 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) | 4,863,370.48 | 5,085,010.93 | 9,122,952.13 |
| 3. | District's Available Reserve Percentage (Line 1e divided by Line 2c) | 74.0% | 70.4% | 51.7% |
| | **District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):** | **24.7%** | **23.5%** | **17.2%** |

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

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

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

DATA ENTRY: All data are extracted or calculated.

| Fiscal Year | Net Change in Unrestricted Fund Balance (Form 01, Section E) | Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999) | Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A) | Status |
|---|---|---|---|---|
| Third Prior Year (2020-21) | 812,815.27 | 2,980,799.50 | N/A | Met |
| Second Prior Year (2021-22) | (17,030.99) | 3,146,321.75 | .5% | Met |
| First Prior Year (2022-23) | 391,141.87 | 4,467,735.13 | N/A | Met |
| Budget Year (2023-24) (Information only) | (1,458,715.00) | 5,486,883.00 | | |

## 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): | 278 |
| **District's Fund Balance Standard Percentage Level:** | **1.7%** |

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

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

| Fiscal Year | Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget | Estimated/Unaudited Actuals | Beginning Fund Balance Variance Level (If overestimated, else N/A) | Status |
|---|---|---|---|---|
| Third Prior Year (2020-21) | 2,787,213.00 | 2,787,213.32 | N/A | Met |
| Second Prior Year (2021-22) | 2,736,593.36 | 3,600,028.59 | N/A | Met |
| First Prior Year (2022-23) | 2,654,614.46 | 3,582,997.60 | N/A | Met |
| Budget Year (2023-24) (Information only) | 3,974,139.47 | | | |

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

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 $80,000 (greater of) | 0 to 300 |
| 4% or $80,000 (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 (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4; Subsequent Years, Form MYP, Line F2, if available.) | 278 | 278 | 278 |
| **District's Reserve Standard Percentage Level:** | **5%** | **5%** | **5%** |

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

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes

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

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

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) | 0.00 | | |

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

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

All other data are extracted or calculated.

| | | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|---|
| 1. | Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11) | 7,617,476.00 | 7,129,902.00 | 6,816,073.00 |
| 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) | 7,617,476.00 | 7,129,902.00 | 6,816,073.00 |
| 4. | Reserve Standard Percentage Level | 5% | 5% | 5% |
| 5. | Reserve Standard - by Percent (Line B3 times Line B4) | 380,873.80 | 356,495.10 | 340,803.65 |
| 6. | Reserve Standard - by Amount | | | |

| | | | | |
|---|---|---|---|---|
| | ($80,000 for districts with 0 to 1,000 ADA, else 0) | 80,000.00 | 80,000.00 | 80,000.00 |
| 7. | **District's Reserve Standard (Greater of Line B5 or Line B6)** | **380,873.80** | **356,495.10** | **340,803.65** |

## 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 (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|---|
| 1. | General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a) | 0.00 | | |
| 2. | General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b) | 130,941.00 | 356,497.00 | 340,804.00 |
| 3. | General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c) | 2,382,483.47 | 897,971.47 | 47,497.47 |
| 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) | (6.00) | (511,032.00) | (511,032.00) |
| 5. | Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a) | 0.00 | | |
| 6. | Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b) | 751,726.47 | 751,726.47 | 751,726.47 |
| 7. | Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c) | 0.00 | | |
| 8. | District's Budgeted Reserve Amount (Lines C1 thru C7) | 3,265,144.94 | 1,495,162.94 | 628,995.94 |
| 9. | District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3) | 42.86% | 20.97% | 9.23% |
| | **District's Reserve Standard (Section 10B, Line 7):** | **380,873.80** | **356,495.10** | **340,803.65** |
| | 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 (2022-23) | (927,649.00) | | | |
| Budget Year (2023-24) | (712,243.00) | (215,406.00) | (23.2%) | Not Met |
| 1st Subsequent Year (2024-25) | (710,997.00) | (1,246.00) | (.2%) | Met |
| 2nd Subsequent Year (2025-26) | (718,846.00) | 7,849.00 | 1.1% | Met |
| **1b. Transfers In, General Fund *** | | | | |
| First Prior Year (2022-23) | 292.00 | | | |
| Budget Year (2023-24) | 0.00 | (292.00) | (100.0%) | Met |
| 1st Subsequent Year (2024-25) | 0.00 | 0.00 | 0.0% | Met |
| 2nd Subsequent Year (2025-26) | 0.00 | 0.00 | 0.0% | Met |
| **1c. Transfers Out, General Fund *** | | | | |
| First Prior Year (2022-23) | 0.00 | | | |
| Budget Year (2023-24) | 0.00 | 0.00 | 0.0% | Met |
| 1st Subsequent Year (2024-25) | 0.00 | 0.00 | 0.0% | Met |
| 2nd Subsequent Year (2025-26) | 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? Yes

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

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

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

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

**Explanation:** (required if NOT met) Budgeted contributions in current year may be high due to changes in program funding

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

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

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

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

1d. YES - Capital projects exist that may impact the general fund operational budget. Identify each project, including a description of the project, estimated completion date, original project budget, original source of funding, and estimated fiscal impact on the general fund.

**Project Information:**
(required if YES)

Board has committed funds towards the Modernization Project

**S6. Long-term Commitments**

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

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

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

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

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

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

| Type of Commitment | # of Years Remaining | SACS Fund and Object Codes Used For: Funding Sources (Revenues) | Debt Service (Expenditures) | Principal Balance as of July 1, 2023 |
|---|---|---|---|---|
| Leases | 3 | General Fund | General Fund | 237,933 |
| Certificates of Participation | | | | |
| General Obligation Bonds | | | | |
| Supp Early Retirement Program | | | | |
| State School Building Loans | | | | |
| Compensated Absences | | | | |
| Other Long-term Commitments (do not include OPEB): | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL: | | | | 237,933 |

| Type of Commitment (continued) | Prior Year (2022-23) Annual Payment (P & I) | Budget Year (2023-24) Annual Payment (P & I) | 1st Subsequent Year (2024-25) Annual Payment (P & I) | 2nd Subsequent Year (2025-26) Annual Payment (P & I) |
|---|---|---|---|---|
| Leases | 78,418 | 78,418 | 78,418 | 78,418 |
| Certificates of Participation | | | | |
| General Obligation Bonds | | | | |
| Supp Early Retirement Program | | | | |
| State School Building Loans | | | | |
| Compensated Absences | | | | |
| Other Long-term Commitments (continued): | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total Annual Payments: | 78,418 | 78,418 | 78,418 | 78,418 |
| **Has total annual payment increased over prior year (2022-23)?** | | No | No | No |

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

DATA ENTRY: Enter an explanation if Yes.

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

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

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

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

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

No

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

**Explanation:**
(required if Yes)

## S7. Unfunded Liabilities

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

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

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

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

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

2 For the district's OPEB:

a. Are they lifetime benefits? — No

b. Do benefits continue past age 65? — No

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

H&W benefits till age 65. District portion determined at employees retirement

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

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

| Self-Insurance Fund | Governmental Fund |
|---|---|
| 0 | 0 |

4 OPEB Liabilities

| | |
|---|---|
| a. Total OPEB liability | 1,636,837.00 |
| b. OPEB plan(s) fiduciary net position (if applicable) | 0.00 |
| c. Total/Net OPEB liability (Line 4a minus Line 4b) | 1,636,837.00 |
| 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 | 6/30/2022 |

5 OPEB Contributions

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method | 128,249.00 | 141,074.00 | 141,074.00 |
| b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752) | 103,096.00 | 103,096.00 | 103,096.00 |
| c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount) | 97,240.00 | 106,964.00 | 106,964.00 |
| d. Number of retirees receiving OPEB benefits | 7.00 | 7.00 | 6.00 |

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

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

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

No

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

3. Self-Insurance Liabilities

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

4. Self-Insurance Contributions

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| 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) (2022-23) | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|---|
| Number of certificated (non-management) full - time - equivalent(FTE) positions | 23 | 23 | 23 | 23 |

**Certificated (Non-management) Salary and Benefit Negotiations**

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

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

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

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

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Jun 28, 2023

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes

If Yes, date of Superintendent and CBO certification: Jun 23, 2023

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? Yes

If Yes, date of budget revision board adoption: Jun 28, 2023

4. Period covered by the agreement: Begin Date: Jul 01, 2023 End Date: Jun 30, 2024

5. Salary settlement:

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| Is the cost of salary settlement included in the budget and multiyear projections (MYPs)? | Yes | Yes | Yes |
| **One Year Agreement** | | | |
| Total cost of salary settlement | 153138 | 155435 | 157767 |
| % change in salary schedule from prior year | 6.0% | | |
| 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:

| |
|---|
| General fund |

Negotiations Not Settled

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

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| 7. Amount included for any tentative salary schedule increases | | | |

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

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| 1. Are costs of H&W benefit changes included in the budget and MYPs? | Yes | Yes | Yes |
| 2. Total cost of H&W benefits | | | |
| 3. Percent of H&W cost paid by employer | | | |
| 4. Percent projected change in H&W cost over prior year | | | |

**Certificated (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget? No

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

If Yes, explain the nature of the new costs:

**Certificated (Non-management) Step and Column Adjustments**

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| 1. Are step & column adjustments included in the budget and MYPs? | | | |
| 2. Cost of step & column adjustments | | | |
| 3. Percent change in step & column over prior year | | | |

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

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| 1. Are savings from attrition included in the budget and MYPs? | | | |
| 2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs? | | | |

**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) (2022-23) | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|---|
| Number of classified(non - management) FTE positions | 12 | 12 | 12 | 12 |

**Classified (Non-management) Salary and Benefit Negotiations**

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

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

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

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

CSEA unit has not begun negotiations for the budget year. There are no prior year unsettled negotiations.

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 (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| 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 | 8462 | | |
| | | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
| 7. | Amount included for any tentative salary schedule increases | 0 | 0 | 0 |

| Classified (Non-management) Health and Welfare (H&W) Benefits | | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|---|
| 1. | Are costs of H&W benefit changes included in the budget and MYPs? | Yes | | Yes |
| 2. | Total cost of H&W benefits | | | |
| 3. | Percent of H&W cost paid by employer | | | |
| 4. | Percent projected change in H&W cost over prior year | | | |

**Classified (Non-management) Prior Year Settlements**

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

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

If Yes, explain the nature of the new costs:

| Classified (Non-management) Step and Column Adjustments | | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|---|
| 1. | Are step & column adjustments included in the budget and MYPs? | | | |
| 2. | Cost of step & column adjustments | | | |
| 3. | Percent change in step & column over prior year | | | |

| Classified (Non-management) Attrition (layoffs and retirements) | | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|---|
| 1. | Are savings from attrition included in the budget and MYPs? | | | |
| 2. | Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs? | | | |

**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) (2022-23) | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|---|
| Number of management, supervisor, and confidential FTE positions | 7 | 7 | 7 | 7 |

**Management/Supervisor/Confidential**
**Salary and Benefit Negotiations**

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

If Yes, complete question 2.

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

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

Negotiations Settled

2. Salary settlement:

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| Is the cost of salary settlement included in the budget and multiyear projections (MYPs)? | Yes | Yes | Yes |
| Total cost of salary settlement | 38726 | 39888 | 41084 |
| % change in salary schedule from prior year (may enter text, such as "Reopener") | 6.0% | | |

Negotiations Not Settled

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

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| 4. Amount included for any tentative salary schedule increases | | | |

**Management/Supervisor/Confidential**
**Health and Welfare (H&W) Benefits**

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| 1. Are costs of H&W benefit changes included in the budget and MYPs? | Yes | Yes | Yes |
| 2. Total cost of H&W benefits | | | |
| 3. Percent of H&W cost paid by employer | | | |
| 4. Percent projected change in H&W cost over prior year | | | |

**Management/Supervisor/Confidential**
**Step and Column Adjustments**

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| 1. Are step & column adjustments included in the budget and MYPs? | Yes | Yes | |
| 2. Cost of step and column adjustments | | | |
| 3. Percent change in step & column over prior year | | | |

**Management/Supervisor/Confidential**
**Other Benefits (mileage, bonuses, etc.)**

| | Budget Year (2023-24) | 1st Subsequent Year (2024-25) | 2nd Subsequent Year (2025-26) |
|---|---|---|---|
| 1. Are costs of other benefits included in the budget and MYPs? | | | |
| 2. Total cost of other benefits | | | |
| 3. Percent change in cost of other benefits over prior year | | | |

**S9. Local Control and Accountability Plan (LCAP)**

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

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

| | |
|---|---|
| 1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? | Yes |
| 2. Adoption date of the LCAP or an update to the LCAP. | Jun 28, 2023 |

**S10. LCAP Expenditures**

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

DATA ENTRY: Click the appropriate Yes or No button.

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

## ADDITIONAL FISCAL INDICATORS

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

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

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

**Comments:**
(optional)

**End of School District Budget Criteria and Standards Review**

**ITEM:** 2023-2024 Local Indicator Report West Park Elementary School.

**PRESENTER:** Dr. Clark, Superintendent of West Park Elementary School District

**Date:** June 28th, 2023

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Seeking board approval for the 2023-2024 Local Indicator Report for West Park Elementary School.

# Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title | Email and Phone |
|---|---|---|
| West Park Elementary School District | Dr. Brian Clark<br>Superintendent | brian_c@wpesd.org<br>(559) 233-6501 |

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word documen format. In addition to using the self-reflection tools to report its progress on the local performance indicators tc educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructiona Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teache positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Teachers | Number | Percent |
|---|---|---|
| Misassignments of Teachers of English Learners | 6.5 | 28.2 |
| Total Teacher Misassignments | 6.5 | 28.2 |
| Vacant Teacher Positions | 1 | 4.3 |

| Access to Instructional Materials | Number | Percent |
|---|---|---|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0 |

| Facility Conditions | Number |
|---|---|
| Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies) | 0 |

## Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | 3 | | |
| ELD (Aligned to ELA Standards) | | 2 | | | |
| Mathematics – Common Core State Standards for Mathematics | | | 3 | | |
| Next Generation Science Standards | | 2 | | | |
| History-Social Science | | 2 | | | |

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | 3 | | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | 3 | | |
| History-Social Science | | | 3 | | |

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | 2 | | | |
| ELD (Aligned to ELA Standards) | | 2 | | | |
| Mathematics – Common Core State Standards for Mathematics | | 2 | | | |
| Next Generation Science Standards | | 2 | | | |
| History-Social Science | | 2 | | | |

**Other Adopted Academic Standards**

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Career Technical Education | | | 3 | | |
| Health Education Content Standards | | | 3 | | |
| Physical Education Model Content Standards | | | | 4 | |
| Visual and Performing Arts | | 2 | | | |
| World Language | | 2 | | | |

**Support for Teachers and Administrators**

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | 3 | | |
| Identifying the professional learning needs of individual teachers | | 2 | | | |
| Providing support for teachers on the standards they have not yet mastered | | 2 | | | |

**Optional Narrative (Limited to 1,500 characters)**

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

The 2023 survey of West Park School District teachers provided insight to inform the ratings of LCFF Priority 2: Implementation of State Standards. Teacher ratings ranged from low to high along the rating scale based on the teacher's years of experience and the grade level or content area of expertise. The overall ratings represent an average of the scores. The overall ratings at the "Beginning Development" level indicate areas where attention is needed to improve outcomes for students. One such area is the district's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to academic standards. Programs may include effective use of teacher collaboration time, focused classroom walkthroughs by instructional leaders, and teacher mentorship opportunities for new teachers or teachers new to their grade level.

A strategy implemented this year to achieve this objective is the formation of an Academic Leadership Team comprised of teacher representatives from each grade level. Teacher leaders are an important element in strengthening school improvement efforts. Effective administrators leverage the strengths of their most proficient and well-respected teachers to serve as curricular and instructional experts, models of excellence, and a resource to all teachers. Teacher leaders have an important role in engaging parents and the community as partners in the education of all students. Teacher leaders embrace a learning mindset, are achievement-oriented, and are willing to assume responsibility for the team. They are instrumental in creating a schoolwide focus on learning, inquiry, and reflective practice. They believe in teamwork, shared responsibility, decision-making, and leadership.

Instructional Materials:

2016 Reading/language arts and English Language Development, Wonders, McGraw-Hill (Grades K-5)
2016 Reading/language arts and English Language Development, StudySync, McGraw-Hill (Grades 6-8)
2014 Mathematics, EnVision Math, Pearson (Grades K-5)
2014 Mathematics, Big Ideas Math, Houghton Mifflin Harcourt (Grades 6-8)
2005 Science, CA Inspire Science, McGraw Hill (Grades TK-5)
2005 Science, STEMscopes, California Accelerate Learning, Inc. (Grades 6-8)
2018 History/social science, California Studies Weekly, Studies Weekly (Grades TK-5)
2018 History/social science, History Alive! California Series, Teachers Curriculum (Grades 6-8)

The district has made progress in adopting new California Content Standards-aligned materials. However, there is a need to focus on the adoption of a new science curriculum aligned with the Next Generation Science Standards. Curriculum selection and the adoption process is a critical first step to ensuring students have access to standards-aligned content. The Academic Leadership Team will play a key role in the adoption of the new science curriculum. Student academic outcomes as measured by the 2022 California Science Test reveal less than 8% of West Park

School District/West Park Elementary School students in Grades 5 and 8 met or exceeded standards for science, compared to 24% of students in Fresno County and 30% statewide.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Building Relationships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | | | 3 | | |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | | | | 4 | |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | | | | 4 | |
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | | 2 | | | |

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

88% of West Park School District/West Park Elementary School parents/guardians report that the district has successfully created welcoming environments for all families in the communities. 72% of parents/guardians report that the staff at their child's school is interested in each family's strengths, cultures, languages, and goals for their children. These data provide evidence of teacher and district staff efforts to prioritize trust-based relationships with families. The focus on improving facilities during the 2022-23 school year will enhance the welcoming environments that teachers create in their classrooms and other district staff create in their offices and in other areas of campus.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) fo improvement in Building Relationships Between School Staff and Families.

An important step the district will take to strengthen relationships with educational partners will be to increase the percentage of parents/guardians who respond to the district's requests for feedback through surveys and other more informal forms of communication. The West Park School District/West Park Elementary School enrolls approximately 300 students, however, 18 parents responded to the parent survey and only half of these parents responded to a question asking them to rate on a scale of 1 = strongly disagree to 5 = strongly agree, their reaction to this statement: "The staff at my child's school build trusting and respectful relationships with families." Teachers provided an average implementation level of 3.5 when asked to measure the district's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. Teachers believe the district is somewhere along the scale of "initial" to "full" implementation. The district will work to identify more opportunities to seek input from families through existing structures and meetings in addition to the annual survey of parents, students, and staff in an effort to build greater levels of trust and communicate with families the district's commitment to partner in their child's educational journey.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The majority of West Park School District/West Park Elementary School students (88%) come from low-income families and a significant percentage are English learner students (44%). For this reason, the efforts the district will take to improve the engagement of all families will focus primarily on low-income families and families of English learners. Of the parents/guardians who responded to the parent survey, 62% agreed or strongly agreed with the following statement: "My child's school supports multiple opportunities to engage in understandable and accessible 2-way communication between families and educators." The keywords are "understandable and accessible" 2-way communication. The district will ensure district communication is written and/or communicated orally in language that is understandable and accessible to families of low-income students and English learner students. Identifying opportunities to strengthen communication will be accomplished in partnership with the parent representatives who serve on the English Learner Advisory Committee and the Parent Advisory Committee who represent the voice of our unduplicated student groups (English Learners, Low Income, and Foster Youth).

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Building Partnerships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | | | 3 | | |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | | | 3 | | |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | | | 3 | | |

| Building Partnerships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | | 2 | | | |

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

West Park School District/West Park Elementary School is at the initial implementation stage of building partnerships for student outcomes. Parents and teachers responded similarly when asked about the district's efforts to implement policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Teachers rated the district a 2.7 on the district's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. 81% of parents/guardians agreed or strongly agreed when asked if the district provides families with information and resources to support student learning and development in the home. 92% of parents/guardians agreed or strongly agreed their child's school has policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student outcomes. However, only 64% of parents/guardians believe their child's school helps families to understand and exercise their legal rights and advocate for their own students and all students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The primary area of focus for the district to further build partnerships for student outcomes is to provide parent education focused on helping families understand and exercise their legal rights and advocate for their child and all students. One area of particular importance is English learner student progress and student reclassification as fluent English proficient. Families of English learners play an important role in the language development of their child by setting high expectations for their child and the educational staff, knowing the law, and advocating for all students by attending meetings that involve district decision-making. The district will take steps to provide programmatic and legal information to all families of English learner students in a language that is accessible and understandable. The district will also engage in increased outreach efforts to increase active parent participation in district English language advisory meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Of the parents/guardians who responded to the district survey, most provided ideas for workshops they would like to see offered by the district including workshops on using technology, helping with homework, supporting physical, mental and emotional health, parenting skills, accessing community services, English language development, and self-advocacy. 64% of parents/guardians reported their child's school provides opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school. This feedback provides the district with valuable information about how and what steps they should take to further build partnerships with families to support student outcomes. The district will use this feedback to prioritize family educational opportunities and will work collaboratively with families to develop the content for the classes.

## Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Seeking Input | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | | | 3 | | |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | | | 3 | | |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | | | 3 | | |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | | 2 | | | |

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Seeking family input in decision-making about students' educational programs is an area for improvement for the West Park School District/West Park Elementary School. Parents reported their participation in parent conferences, back-to-school night, open house, family nights, and holiday events. All of these provide the opportunity to create structured opportunities for families to actively participate in decision-making in educational programs beyond traditional parent advisory committees. 61% of parents/guardians agree their child's school supports and builds the capacity of family members to effectively engage in advisory groups and decision-making. Teachers rated the district's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making at the initial implementation stage.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

West Park School District/West Park Elementary School will focus on improving structured opportunities for seeking family input in decision-making through existing family activities and events, and the creation of new parent education classes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The West Park School District/West Park Elementary School's newly formed Academic Leadership Team will take steps to improve the district's efforts to seek input for decision-making in the educational programs by considering

each of the district's current family engagement activities and asking how the district might intentionally create opportunities to seek family input during each event. The process will continue collaboratively during staff meetings and with parent advisory groups to ensure all structured opportunities are accessible to all parents and will elicit open, honest communication from our underrepresented families.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters) LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overal score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results fo continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The West Park School District/West Park Elementary School administered a student survey in Grades 3-8 to measure student perceptions of school safety and connectedness.

K-5: 73% of students reported feeling safe at school
6-8: 52% of students reported feeling safe at school

K-5: 64% of students feel connected to school
6-8: 51% of students feel connected to school

K-5: 72% of students are happy to be at West Park Elementary School
6-8: 50% of students are happy to be at West Park Elementary School

K-5: 86% of students believe their teacher wants them to succeed in class
6-8: 83% of students believe their teacher wants them to succeed in class

K-5: 67% of students believe the adults at school care about them
6-8: 55% of students believe the adults at school care about them

6-8: 71% of students plan to attend college after high school

The results of the student survey indicate the overall need to improve students' reported feelings about safety and connection to school. Elementary students reported higher levels of feelings of safety and connection than middle school students. They also reported feeling happier at school compared to middle school students. Both elementary (86%) and middle school students (83%) believe their teacher wants them to succeed in class. However, much fewer students at both levels believe the adults at school care about them. These data have informed the actions planned for the 2023-24 school year including a new LCAP action focused on improving mental health support for students.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups and individuals with exceptional needs served. (response limited to 1,500 characters)

California Education Code (EC) 51210 requires access to a broad course of study for all students in Grades 1-6 in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. California EC 51220(a)(i) requires access to a broad course of study for grades 7-12 in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. Since West Park School District/West Park Elementary School is a TK-8 single school district, a broad course of study as defined by California EC 51220()(i) applies to students in Grades 7-8. The locally selected tools used by the West Park School District/West Park Elementary School to determine if all students, including unduplicated, are enrolled in a broad course of study include class schedules, report cards, English language learner status, Individualized Education Plans, and for Grades 7-8, the master schedule is also used to measure student access to a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The locally selected measures confirm all students in Grades TK-8 have equitable access to a broad course of study. Students in need of additional assistance in the areas of English language arts and mathematics are provided access to additional interventions and support before and after school. Additionally, instructional assistants, including bilingual assistants, provide support in the classroom during instructional time to ensure English learner students and students in need of additional assistance have access to the California content standards.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers preventing students at West Park Elementary School from accessing a broad course of study as outlined in California EC.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To continue supporting staff and students in accessing a broad course of study, the district will provide ongoing professional development and support to classroom teachers. In 2023-24, the district will provide reading and math specialists, qualified teachers, bilingual instructional assistants, training, and resources focused on the effective implementation of the California content standards. To support students with exceptional needs and students with disabilities, a supplemental curriculum is provided that aligns with the standards and is designed to accelerate learning and reduce gaps in student performance.

**ITEM:** 2023-2024 Local Indicator Report West Park Charter School.

**PRESENTER:** Dr. Clark, Superintendent of West Park Elementary School District

**Date:** June 28th, 2023

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Seeking board approval for the 2023-2024 Local Indicator Report for West Park Charter School.

# Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title | Email and Phone |
|---|---|---|
| West Park Charter Academy | Dr. Brian Clark<br>Superintendent | brian_c@wpesd.org<br>(559) 233-6501 |

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word documen format. In addition to using the self-reflection tools to report its progress on the local performance indicators tc educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructiona Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teache positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies anc extreme deficiencies)

| Teachers | Number | Percent |
|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 |

| Access to Instructional Materials | Number | Percent |
|---|---|---|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0 |

| Facility Conditions | Number |
|---|---|
| Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies) | 0 |

## Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | 3 | | |
| ELD (Aligned to ELA Standards) | | 2 | | | |
| Mathematics – Common Core State Standards for Mathematics | | | 3 | | |
| Next Generation Science Standards | | 2 | | | |
| History-Social Science | | 2 | | | |

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | 3 | | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | 3 | | |
| History-Social Science | | | 3 | | |

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | 2 | | | |
| ELD (Aligned to ELA Standards) | | 2 | | | |
| Mathematics – Common Core State Standards for Mathematics | | 2 | | | |
| Next Generation Science Standards | | 2 | | | |
| History-Social Science | | 2 | | | |

**Other Adopted Academic Standards**

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Career Technical Education | | | 3 | | |
| Health Education Content Standards | | | 3 | | |
| Physical Education Model Content Standards | | | | 4 | |
| Visual and Performing Arts | | 2 | | | |
| World Language | | 2 | | | |

**Support for Teachers and Administrators**

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | 3 | | |
| Identifying the professional learning needs of individual teachers | | 2 | | | |
| Providing support for teachers on the standards they have not yet mastered | | 2 | | | |

**Optional Narrative (Limited to 1,500 characters)**

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

The 2023 survey of West Park Charter Academy teachers provided insight to inform the ratings of LCFF Priority 2: Implementation of State Standards. Teacher ratings ranged from low to high along the rating scale based on the teacher's years of experience and the grade level or content area of expertise. The overall ratings represent an average of the scores. The overall ratings at the "Beginning Development" level indicate areas where attention is needed to improve outcomes for students. For example, an area that needs attention is the academy's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the academic standards. At West Park Charter Academy, programs to support staff in identifying areas where they can improve instruction may include professional development, teacher collaboration time, and teacher mentorship opportunities.

Instructional Materials:

2017 Reading/language arts, California Journeys, Houghton Mifflin Harcourt (Grades K-6)
2017 Reading/language arts, California Journeys, Common Core Writing Handbook, Houghton Mifflin Harcourt (Grades K-6)
2012 Reading/language arts, Literature, Holt McDougal (Grades 7-10)
2012 Reading/language arts, American Literature, Holt McDougal (Grades 11-12)
2015 Mathematics, EnVisionMath, Pearson (Grades K- 5)
2015 Mathematics, Digits for California, Pearson (Grades 6-8)
2008 Mathematics, Algebra Readiness, McDougal Littell
2008 Mathematics, Pre-Algebra, Globe Fearon
2015 Mathematics, Algebra 1, Common Core Edition, Pearson
2015 Mathematics, Algebra 2, Common Core Edition, Pearson
2015 Mathematics, Geometry, Common Core Edition, Pearson
2006 Mathematics, Math with Business Applications, McDougal Littell
2006 Mathematics, Consumer Mathematics, AGS
2020 Science, California Elevate Science, Pearson (Grades K-8)
2020 Science, Integrated Science 1 (Biology): California Miller and Levine, Experience Biology: The Living Earth, SAVVAS Learning Company
2021 Science, Integrated Science 2 (Chemistry): California Experience, Chemistry: In the Earth System Volumes 1 & 2, Pearson
2007 Science, Physical Science with Earth Science, Glencoe (Grades 9-12)
2018 History/social science, California Studies Weekly (Grades K-6)
2006 History/social science, World Geography, Glencoe

2019 History/social science, World History: Modern Times CA Edition, Pearson
2019 History/social science, U.S. History: The Twentieth Century CA Edition, Pearson
2019 History/social science, Magruder's American Government CA Edition, SAVVAS Learning Company
2019 History/social science, Economics: Principles in Action CA Edition, Pearson

Digital instructional resources:
Reading/language arts: Lexia Core5, Lexia PowerUp, Lexcia Reading Plus
Mathematics: IXL
Career Technical Education: Edmentum, Plato Courseware

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families o underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAF development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Building Relationships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | | | | 4 | |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | | | | 4 | |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | | | | 4 | |
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | | | | 4 | |

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

A survey of West Park Charter Academy parents/guardians indicates the academy has demonstrated strengths in building relationships between school staff and families. 82% of West Park Charter Academy parents/guardians reported the academy has successfully created welcoming environments at the Learning Centers. 79% of parents/guardians reported the academy provides opportunities to engage in understandable and accessible 2-way communication between families and educators. These data provide evidence of teachers' efforts to maintain effective communication with families and ensure they feel welcome when visiting the Learning Centers.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) fo improvement in Building Relationships Between School Staff and Families.

Academy staff will strengthen relationships with families by working to increase the percentage of parents/guardians who respond to requests for feedback through surveys and other more informal forms of communication. The West Park Charter Academy enrolls approximately 230 students, however, 34 parents responded to the annual LCAP survey. Parent responses to this survey help to inform the Local Indicators Report. Based on this survey, an area for improvement is to build the capacity of family members to effectively engage in School Site Council and other decision-making opportunities. 70% of parents who responded to the survey agree or strongly agree that the academy supports families to effectively engage in advisory groups and decision-making.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The majority of West Park Charter Academy students (90%) come from low-income families. The efforts the academy takes to improve the engagement of all families will focus first on low-income families. The most important priority is to accommodate the needs of our families such as offering alternative meeting hours and continuing to provide families with the technology they need to effectively partner with the academy in designing an educational program that meets the needs of their child.

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Building Partnerships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | | | 3 | | |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | | | | 4 | |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | | | | 4 | |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | | 2 | | | |

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Overall, West Park Charter Academy is rated highly by parents/guardians in areas associated with building partnerships for student outcomes. 82% of parents/guardians agree or strongly agree the academy provides families with information and resources to support student learning and development in the home. Given the independent study program design of West Park Charter Academy, the expectation is that all families have what they need to support their child's learning and development at home. Yet, while parents may feel they have what they need to support their child at home, the survey results indicated a need to create policies that support teacher-parent meetings to discuss progress and ways to work together to support improved student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

A primary area for improvement will be parent education focused on helping families understand and exercise their legal rights and advocate for their child.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Parents/guardians who responded to the survey provided ideas for workshops they would like to see offered by the academy including workshops on using technology, mathematics, and helping with homework. 82% of parents/guardians reported the academy provides opportunities to have families and teachers work together to plan, design, implement, and evaluate family engagement activities. A comment shared by one parent is representative of many, "the kids have one-to-one with teachers, better understanding, and they have less distractions." To ensure this is the perception of all students, especially students of low-income families, the academy will continue to seek parent input using strategies that are most likely to reach all families, such as social media, and proactive strategies like targeted outreach efforts when students show signs of disengagement from school.

**Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Seeking Input | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | | | 3 | | |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | | | 3 | | |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | | | 3 | | |

| Seeking Input | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | | | | 4 | |

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on input from parents/guardians, West Park Charter Academy teachers effectively partner with them in the education of their child. However, more formal opportunities to partner in decision-making that impacts the broader academic program is in the initial implementation stage. Teachers rated the academy a 2.9 on the district's progress in providing professional learning and support to teachers and principals to improve the school's capacity to partner with families. 70% of of parents/guardians believe their child's school helps families to understand and exercise their legal rights and advocate for their own students and for all students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The primary area of focus for the academy to further build partnerships for student outcomes is to provide parent education and opportunities in two areas 1) helping families understand and exercise their legal rights and advocate for their child and all students, and 2) providing more structured opportunities for low-income parents/guardians to participate in advisory groups and decision-making that informs the design of the independent study program.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

While the percentage of students with disabilities is relatively low (7%) at West Park Charter Academy, seeking family input in decision-making about the programs that serve students with disabilities will be a priority given the challenges that an independent study program can present to students that may need additional and targeted interventions and supports to access grade level standards.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters) LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The West Park Charter Academy administered a student survey in Grades 3-12 to measure student perceptions of school safety and connectedness. The majority of students (65%) attending West Park Charter Academy are high school students. The other 35% are students in grades K-8. The results reported are high school students only because the data was disaggregated from the West Park School District student survey.

93% of students reported feeling safe at school
92% of students feel connected to school
88% of students are happy to be at West Park Charter Academy
99% of students believe their teacher wants them to succeed in class
95% of students believe the adults at school care about them
88% of students plan to attend college after high school

The data indicate very high levels of student engagement in the West Park Charter Academy program. There is a high level of consistency between responses and the response rate for high school students was very high. The design of an independent study program by nature eliminates many of the circumstances that lead to students feeling unsafe at school such as student bullying and other unhealthy peer interactions that negatively impact a student's mental health. Student beliefs about the adults at West Park Charter Academy indicate positive student-teacher interactions. The one data element that is incongruent is the high percentage of students reporting they plan to attend college after high school, compared to the sharp decline in the graduation rate (46.8%). Further analysis of the student survey results is needed to understand this discrepancy.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups and individuals with exceptional needs served. (response limited to 1,500 characters)

California Education Code (EC) 51210 requires access to a broad course of study for all students in Grades 1-6 in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. California EC 51220(a)(i) requires access to a broad course of study for grades 7-12 in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. The locally selected tools used by the West Park Charter Academy to determine if all students, including unduplicated, are enrolled in a broad course of study include class schedules, report cards, English language learner status, Individualized Education Plans, and for Grades 7-12, the master schedule is also used to measure student access to a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The locally selected measures confirm all students in Grades K-12 have equitable access to a broad course of study. Students in need of additional assistance in the areas of English language arts and mathematics are provided access to additional interventions and support before and after school. Additionally, instructional assistants, including bilingual assistants, provide support in the classroom during instructional time to ensure English learner students and students in need of additional assistance have access to the California content standards.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers preventing students at West Park Charter Academy from accessing a broad course of study as outlined in California EC.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To continue supporting staff and students in accessing a broad course of study, the academy will provide ongoing professional development and support to classroom teachers. In 2023-24, the district will provide qualified teachers, counselors, training, and resources focused on the effective implementation of the California content standards. To support students with exceptional needs and students with disabilities, a supplemental curriculum is provided that aligns with the standards and is designed to accelerate learning and reduce gaps in student performance.

**ITEM:** LCAP Federal Addendum

**PRESENTER:** Dr. Clark, Superintendent of West Park Elementary School District

**Date:** June 28th, 2023

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Seeking board approval for the Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum.

# Local Control and Accountability Plan (LCAP)
# Every Student Succeeds Act (ESSA)
# Federal Addendum Template

## School Year
2023

## Date of Board Approval
June 28, 2023

## LEA Name
West Park Elementary School District

## CDS Code:
10-62539-0000000

## Link to the LCAP:
***(optional)***

## For which ESSA programs apply to your LEA?

Choose From:

**TITLE I, PART A**
Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE II, PART A**
Supporting Effective Instruction

**TITLE III, PART A**
Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The West Park Elementary School District has three LCAP goals:

- Goal 1 focuses on all students' progress and performance, including unduplicated student groups (Low Income, English Learners, and Foster Youth). This goal emphasizes teacher effectiveness, the use of assessments to inform instruction, academic interventions, and the effective use of standards-aligned instructional materials.
- Goal 2 focuses on a school culture where communication is valued, family partnership is a priority, and students' social, emotional, and behavioral learning and well-being are understood and effectively supported.
- Goal 3 focuses on ensuring effective maintenance and improvement of facilities and operations and creating a 21st-century learning environment that promotes student and staff success.

The District developed LCAP goals, actions/services, and expenditures to build upon strengths and address areas of need. Local Control Funding Formula (LCFF) dollars are used to provide the Base Program for all students. LCFF Supplemental and Concentration (LCFF S&C) funds are used for supplemental services to meet the needs of Low Income, English Learners, Foster Youth, and Homeless students. Federal funds provide targeted supplemental support to specific student groups, including students at risk of not meeting the state academic standards. The actions selected for use with federal funds align with and supplement the services provided with LCFF dollars by offering additional services, particularly for English language learners and those needing learning acceleration.

The base program includes teachers, district office staff, standards-aligned instructional materials, access to a broad course of study, services for students with disabilities, crisis and safe school plans, healthy meals, safe and clean facilities, and basic operating expenses. Supplemental services include supplemental staff such as additional teachers to maintain small class sizes, paraeducators, bilingual staff, an English Learner Coordinator, Reading and Math Specialists, a Community Engagement Specialist, instructional leadership, and designated staff members to provide social, emotional, behavior, and attendance support. Supplemental services also include staff professional development, extracurricular activities, before- and after-school student support, and interventions. Targeted supplemental services utilizing federal funds are included in the LCAP to provide educational partners with an understanding of how all programs work together to improve student academic achievement. The targeted supplemental services include full-day paraeducators, teacher professional development, additional Spanish language support, library services staff, student incentives, field trips, and science camp. A description of each federal funding source the District receives and its application is included in this addendum.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP is updated annually based on data analysis and the results of the educational partner engagement process to identify and address needs. Since actions and services for all funding sources are in the LCAP, the annual review process also evaluates the effectiveness of the federal programs and actions using federal dollars to support the newly identified needs. The LCAP also serves as the School Plan for Student Achievement (SPSA) since West Park Elementary School District is considered a single school district by the California Department of Education. The District includes actions funded with all funding sources in the LCAP including LCFF, LCFF S&C, federal dollars, and any significant grants. All funds have been included because it describes how the different actions work together to address student needs and provides greater transparency for how funds are allocated.

Based on an analysis of state and local data, several areas of need were identified: a need for increased mental health support and services, a need for more community outreach and parent education, and a need for additional support for students and teachers to improve educational outcomes for students.

As a result, WPESD will focus on recruiting staff to provide the support that is needed. The specific actions funded with federal funds to provide targeted supplemental services for identified students are:

- Title I: Full-day paraprofessionals to provide direct support to students needing additional help, additional Spanish language support for parents/guardians, library services staff to provide additional direct support to students related to reading and research, student incentives to enhance student engagement in school, and field trips to ensure students have access to hands-on, experiential learning opportunities including 6th-grade science camp.
- Title II: Professional development for teachers, instructional leaders, and paraeducators.
- Title III: English Learner Coordinator to provide direct support to students, develop a comprehensive English learner program, and provide professional learning support for teachers.
- Titles IV and V: Mental health services to support a well-rounded education.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 *(as applicable)* |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(11) | 6 *(as applicable)* |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(12)(A–B) | 2, 4, 7 *(as applicable)* |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 2102(b)(2)(A) | 1, 2, 4 *(as applicable)* |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 3116(b)(3) | 3, 6 *(as applicable)* |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

| ESSA SECTION(S) | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Provision are addressed in the Consolidated Application Reporting System.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Due to West Park Elementary School District's status as a single school district, the District prioritizes the hiring and retention of highly-qualified teachers. The District makes every effort to ensure that teachers with the proper credentialing are placed in appropriate assignments in order to avoid misassignments that would affect student progress, especially those students who are of low-income and minority. Furthermore, for inexperienced and ineffective teachers, there are structures in place to monitor improvement. Inexperienced teachers are expected to participate in the FCSS Teacher Induction Program. This process allows for new and inexperienced teachers to work with a mentor on a weekly basis to complete the required coursework for induction requirements. The certificated evaluation process exists to provide teachers with timely feedback on the instructional process. Teachers deemed ineffective through the evaluation process may have the opportunity to improve practices through the Peer Assistance and Review (PAR) Program.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

| Term | Definition |
|---|---|
| Ineffective teacher | An ineffective teacher is any of the following:<br>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or |

| | |
|---|---|
| | • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)<br>• An individual who holds no credential, permit, or authorization to teach in California.<br><br>Under this definition, teachers with the following limited emergency permits would be considered ineffective:<br><br>• **Provisional Internship Permits,**<br>• **Short-Term Staff Permits**<br>• **Variable Term Waivers**<br><br>**Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record** |
| Out-of-field teacher | A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:<br><br>• General Education Limited Assignment Permit (GELAP)<br>• Special Education Limited Assignment Permit (SELAP)<br>• **Short-Term Waivers**<br>• **Emergency English Learner or Bilingual Authorization Permits**<br><br>**Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b]) |
| Inexperienced Teacher | A teacher who has two or fewer years of teaching experience. |
| Minority Student | A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic. |
| Low-Income Student | A student who is eligible to receive Free or Reduced-Price Meals |

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

West Park Elementary School District provides educational partners with a multitude of opportunities to provide feedback. They include parent/guardian meetings, newsletters, digital surveys, committees, and ongoing updates on the programs and resources from the District Office. In addition, Board meetings include information for educational partners related to our LCAP goals and actions. In addition, translation services are provided to ensure our Spanish-speaking educational partners receive the information in their primary language and have the opportunity to fully engage in two-way communication.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3)**: how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7)**: the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The West Park Elementary School District Parent and Family Engagement Policy was developed in partnership with the DELAC. It is distributed annually to all parents/guardians as part of our Parent Handbook of Annual Notifications at the beginning of each school year. The policy is based on Board Policy and Administrative Regulations to ensure compliance with both federal and state regulations.

Parent and family engagement is a priority for the District. The Local Control and Accountability Plan (LCAP) outlines strategies to increase family engagement through the support of our Community Engagement Specialist. The action items within the LCAP parent and family engagement priorities are listed as follows:

1) Provide translation and interpretation for parents. West Park Elementary School District communicates with families on a regular basis. Due to the fact that approximately 44% of families speak Spanish as their primary language, the District regularly sends communications in Spanish as well as English so that information is accessible to families.

2) Provide parent education classes to support family literacy, numeracy, and parenting skills in order to assist parents in taking an active role in the education of their children. Parent education classes are a key component of parent and family engagement. Other parent events such as literacy night provide families with other ways to engage with their child's learning and partner with the District in the design of educational programs.

3) Provide a Community Engagement Specialist to partner with families in support of student learning both at school and at home.

## Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

West Park Elementary School District partners with a variety of internal and external providers to support students with the highest need.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

West Park Elementary School District is not a targeted assistance school program. Our Title I Program is schoolwide. Therefore, there are schoolwide structures to identify eligible children in need of services. This is done in conjunction with the Student Success Team (SST), which reviews needs and creates an action plan for each identified student's success. This is done in consultation with the classroom teacher, school administrator, counselor, other school support personnel, and most importantly, the parents of the student.

## Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

West Park Elementary School District provides support for homeless children and foster youth under the McKinney-Vento Homeless Assistance Act. Upon enrollment, students who qualify for assistance receive a variety of support through the Pupil Services Specialist to promote their attendance and success at school. This may include checking in with the student or providing referrals to the School Attendance Committee or Student Success Team, as needed. Students and their families may receive attendance support such as daily telephone check-ins and connections to community-based supports to remove barriers that may be contributing to absenteeism. Additionally, school staff may provide counseling and academic support, such as after-school intervention programs, if needed.

## Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A: The District does not provide services for early childhood education or student transitions through Title I programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A: The district does not provide services for student transitions from middle grades to high school or from high school to postsecondary education through Title I programs.

## Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district invests funds under this part to support an effective school library program to ensure that all members of the school community have equitable access to books and a physical space that promotes literacy. The library also serves to develop digital literacy skills and the support academic achievement of students in need of additional interventions.

## TITLE II, PART A

### Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Address these questions:**

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

West Park Elementary School District's system of professional growth and improvement focuses on sustaining instructional strategies that are effective in supporting the varying needs of students including low-performing students, English learner students, and proficient students. New teachers are expected to participate in the FCSS Teacher Induction Program. Part of the program's requirements are that teachers participate in a minimum number of professional development workshops. These workshops range on topics from classroom management to parent communication to instructional strategies and more. The workshops are developed specifically for new teachers. In order to sustain effective instructional practices over time, all teachers are supported with ongoing professional development and coaching in evidenced-based instructional strategies, student engagement strategies, social-emotional learning, and instructional technology.

### Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

West Park Elementary School District's budget specifically sets aside funding to implement comprehensive support and improvement activities and targeted improvement activities for the highest percentage of children counted under section 1124(c). Due to the District's status as a single school district, funds are allocated on an as needed basis.

### Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

In order to continually update and improve activities, West Park Elementary School District has the following structures in place to regularly review data:

- Academic Leadership Team (ALT): This was established in the 2022-23 school year. West Park Elementary School holds a monthly academic leadership team meeting in which the focus of the meeting includes the review of data to evaluate the effectiveness of instructional programs and activities. The ALT then takes action on the next steps for continuous improvement in order to enhance the quality of the instructional program for all students.

- Professional Learning Communities (PLCs): West Park Elementary School staff participate in monthly PLC meetings. The teams, composed primarily of classroom teachers, meet to review student achievement and other data, determine instructional next steps, and lesson plan.

- Benchmark Assessment Analysis: West Park Elementary School implements benchmark assessments three times a year in reading and mathematics. Following each assessment period, school staff engage in an analysis of the data and create lessons to address areas of learning needs evidenced in the data.

As described above, West Park Elementary School District regularly uses data to engage in a cycle of continuous improvement for its academic programs.

## TITLE III, PART A

### Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ongoing districtwide professional development is provided for teachers and paraprofessionals on ELD standards, effective lesson design for both Designated and Integrated ELD, and evidence-based strategies for meeting the needs of English learner students. Teacher collaboration provides time for additional professional learning time regarding the integration of EL strategies. The addition of an English Learner Coordinator will provide ongoing guidance and support to teachers.

### Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

West Park Elementary School District does not receive Title III Immigrant funds. However, actions are in place to address the needs of immigrant students and families including bilingual staff support to ensure they have access to the information, tools, and services they need for their child to be successful in school.

### Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;

- enhance the core program; and
- are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

All English learner students in TK-8 receive both Integrated ELD and Designated ELD. The purpose of Integrated ELD is to instruct students in both the ELD standards and grade-level content area curriculum, thereby providing all students equitable access to the curriculum. The purpose of Designated ELD is to instruct students in the acquisition of English. Professional development for teachers and leaders focuses on classroom strategies and activities that support Integrated ELD such as scaffolding, vocabulary development, and peer-to-peer interactions. A standards-aligned curriculum is used to provide Designated ELD instruction. Professional learning will continue to be provided to teachers on the ELD standards, ELD strategies, and evidence-based strategies to meet the needs of English learner students. Ongoing professional development support will be provided by the English Learner Coordinator. In the elementary grades, English learner students will receive Designated and Integrated ELD instruction from their classroom teachers. At the middle school level, the English Learner Coordinator will support the needs of English learner students by providing Designated ELD instruction. Subject area teachers will provide English learners with integrated ELD instruction within the core academic subjects. The English Learner Coordinator will continue to receive support and training on the most relevant EL strategies in order to provide teacher coaching support. A newcomer program is in development along with updates to the EL Master Plan. To support newcomers with foundational English literacy skills, supplemental coursework is provided. Middle school students at the emerging levels of English development are clustered in content area classes and are provided with support from the English Learner Coordinator and bilingual paraprofessionals. The English Learner Coordinator will provide intervention support to support English learner students at the emerging level of English language development during their school day.

Teachers are provided with a list of all potential and actual Long Term Multilingual Learners (LTELs) to assist with monitoring and targeting interventions and support to these students. Strategies will be evaluated annually to identify strengths and areas for improvement. To address the needs of LTELs. All leaders will continue to participate in professional learning on the ELD standards and classroom observation protocols to ensure students are provided with the necessary support. Families of English learner students are invited to participate in English Learner Advisory Committee (ELAC) meetings.

## English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Data is reviewed regularly to;

- to monitor the progress of English learner students making progress toward proficient English acquisition in core subjects,
- identify English learner students who are eligible to be reclassified,
- identify interventions or supports for English learner students not making adequate progress, and
- monitor the progress of reclassified students.

The District provides data and guidance to teachers to assist with the process. Parents of English learner students have access to the ongoing progress of their child through regular teacher-parent communication.

Title III funds will be invested in an English Learner Coordinator whose primary responsibility is to ensure that all English learner students have access to the services they need to become fluent in the English language, specifically academic English, and to the families of English learners to ensure they are active in the decision-making process of programs that impact their children. The District implements benchmark assessments in ELA and math to monitor progress. ELPAC data is analyzed annually to determine if English learners are meeting expectations for growth compared to all English learners statewide.

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Title IV allocation grant actions and expenditures were developed based on a needs assessment for the West Park Elementary School District's Local Control and Accountability Plan. Data were reviewed to determine strengths and areas of need along with services identified to address these needs. Title IV funds will be used to supplement the LCAP goals and actions, including supporting a well-rounded education, safe and healthy students, and the effective use of technology. The Title IV grant allocation is focused primarily on providing a well-rounded education and ensuring a safe and healthy environment for students to learn by investing in counseling and school-based mental health services. These services include professional development focused on restorative practices, relationship-building, social-emotional learning, and trauma-informed practices. A portion of the Title IV allocation will be invested in ensuring low-income families have reliable access to the Internet in order to effectively support their child's learning at home.

# Human Resources Department

**ITEM:** WPECA Collective Bargaining Agreement 2023-2024

**PRESENTER:** Tamita Boyd, Director of Human Resources

**DATE:** June 28th, 2023

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Seeking board approval of the 2023-2024 Collective Bargaining Agreement between West Park Elementary Certificated Association and West Park Elementary School District.

# COLLECTIVE BARGAINING AGREEMENT

## BY AND BETWEEN WEST

## PARK ELEMENTARY SCHOOL DISTRICT

## AND

## WEST PARK ELEMENTARY CERTIFICATED ASSOCIATION

**July 1, 2023**
**to**
**June 30, 2024**

## Table of Contents


| | | |
|---|---|---|
| Article 1- | Agreement | 3 |
| Article 2- | Recognition | 4 |
| Article 3- | Negotiation Procedures | 6 |
| Article 4- | Leaves | 7 |
| Article 5- | Retiree Medical | 14 |
| Article 6- | Hours | 15 |
| Article 7- | Teacher Observations/Evaluations | 17 |
| Article 8- | Compensation | 20 |
| Article 9- | Health and Welfare Benefits for Full Time Faculty Members | 23 |
| Article 10- | Grievance Procedures | 25 |
| Article 11- | Reassignments | 28 |
| Article 12- | Association Rights | 30 |
| Article 13- | District Rights | 32 |
| Article 14- | Class Size | 33 |
| Article 15- | Calendar/Work Year | 34 |
| Article 16- | Terms and Reopeners | 35 |
| Article 17- | Professional Development/Additional Duty | 36 |

Appendix A- Certificated Salary Schedules **2023-2024**

Appendix B- Stipend Payments

Appendix C- Teacher Observation and Evaluation Forms

## Article 1 - Agreement

**1.1** The articles and provisions of this Agreement constitute a bilateral and binding agreement between the Governing Board of the West Park Elementary School District (hereafter called "District") and the West Park Elementary Certificated Association (hereafter called "Association"), a faculty member organization.

**1.2** This Agreement is entered into pursuant to Chapter 10.7, Section 3540-3549 of the Government Code.

**1.3** Any and all conditions of employment and employee compensation/benefits known or unknown to the Association before its formation, shall remain in effect unless altered by this Agreement.

**1.4** This Agreement shall only be applicable to District employees who were employed by the District on January 1, 2018 or after.

## Article 2 - Recognition

2.1 The Board recognizes the Association as the exclusive representative of the District's certificated faculty members. The certificated bargaining unit includes all Classroom Teachers, Resource Teachers, Special Education Teachers, Supplemental Instructional Support Teachers, and Teachers on Special Assignment including interns STSP and PIPS. The bargaining unit excludes all administrative, supervisory, managerial, and confidential faculty members and the following positions: Social Workers, Intervention Specialists, Preschool Teachers, Substitute Teachers, and West Park Charter Academy Teachers.

2.2 **New Employee Orientation / Association Membership Dues and Payroll Deductions**

The District shall notify the Association, in writing, of all new hires within thirty (30) days after the initial hire date. The information provided shall contain name, job title, work location, work, home, and personal cellular phone numbers, personal email on file with the District and home address. Notwithstanding the foregoing, District shall not disclose the home phone number and/or home address of any employee who submits a written request that such information remain private. The District shall provide a list of all previously stated information for all employees working for the District in the covered classifications at least once every 120 days (July 31, November 30 and March 31 of every year), with the exception of home address and home phone numbers of those employees who have requested in writing that their home address and home phone numbers remain private.

When a new employee orientation is scheduled, the Association will receive an invitation to such orientation at least ten (10) days in advance of the scheduled date of orientation, unless there is an unforeseeable urgent need requiring a shorter notice period, pursuant to California Government Code section 3556. The District will allow the Association to meet with new employees hired into the bargaining unit for a total of thirty (30) minutes during the employee orientation. Should the orientation process occur when school is not in session, the Association shall have access to the new employee during regularly scheduled work time, when school is in session, for the purpose of the new employee orientation for a period of thirty (30) minutes.

Payment of dues shall be by payroll deduction after the District receives written authorization from the Association to make these deductions. Payroll deductions for new members authorizing dues deduction will become effective as follows: If the Association notifies the District that it has received authorization for dues deduction from an employee (1) by the first of the month, dues deduction will begin in the payroll for that month; (2) after the first of the month, dues deduction will begin in the payroll for the following month. District shall remit collected dues to the Association on a monthly basis.

Employee requests to cancel dues deductions must be directed to the Association, rather than the District. The Association shall process these requests and inform the District in writing regarding any employee revoking their authorization for dues deduction within 2 working days. If the Association notifies the District that an employee has revoked his/her authorization for dues deduction (1) by the first of the month, dues deduction will cease in the payroll for that month; (2) after the first of the month, dues deduction will cease in the payroll for the following month.

The Association hereby certifies that it has and will maintain individual bargaining unit member written authorizations. Upon ratification and finalization of this Agreement, the Association shall certify to the District in writing which bargaining unit members have completed and signed written authorization(s) for the District to deduct Association membership dues from their paycheck(s). The Association agrees to timely furnish any information needed by the District to fulfill the provisions of this Article. The District shall rely on the information provided by the Association regarding whether deductions for the Association are properly authorized, revoked, and/or changed. If a dispute arises regarding the existence or terms of a written authorization relating to a bargaining unit member, the Association shall promptly provide the District with a copy of the written authorization in dispute.

In accordance with Education Code section 45060, the Association agrees to indemnify and hold harmless the District, its Board of Trustees, each individual member of the Board of Trustees, and all administrators and employees of the District from all claims, demands, costs, lawsuits, liabilities, and other expenses, including, but not limited to, attorney's fees and costs, that may arise out of or by reason of any deduction(s) made by the District pursuant to this Article in reliance on information provided by the Association to the District.

## Article 3 - Negotiation Procedures

**3.1** All Parties shall make reasonable efforts to commence bargaining in a timely fashion given all external circumstances. Any agreement reached between the parties shall be reduced to writing and signed by the parties.

**3.2** The District and the Association may discharge their respective duties required by this Agreement by means of authorized officers, individuals, representatives or committees.

**3.2.1** Either party may utilize the services of outside consultants to assist in the negotiations.

**3.3** Negotiations shall take place at mutually agreeable times and places.

**3.4** The Association shall designate up to three (3) faculty member representatives who shall receive reasonable amounts of release time, without loss of compensation, to attend negotiation sessions.

## Article 4 - Leaves

### 4.1 Definition of Immediate Family

For purposes of this Article, "immediate family" means the mother, father, grandmother, grandfather or grandchild of the faculty member or of the spouse of the faculty member, and the spouse, son, son-in-law, daughter, daughter-in- law, brother, brother-in-law, sister and sister-in-law of the faculty member (to include step relatives of the faculty member), or any relative living in the immediate household of the faculty member.

### 4.2 Sick leave

Full-time faculty members are entitled to 77.5 hours (10 days @ 7.75 hours per day) of leave with full pay per year for the purposes of personal illness or injury. Part-time faculty accrue sick leave on a pro-rata basis.

Sick leave shall be credited to the faculty member on the first day of duty of the school year. Unused sick leave days shall be accumulated from year to year with no limitation.

**4.2.1** If a pattern of misuse develops such as, consistently taking sick days to extend vacation time, the District may require a faculty member to produce verification of illness or injury.

**4.2.2** Teachers shall notify District of his/her need to use sick leave no later than 6:00 a.m. on the day sick leave will be taken to allow the District time to arrange for a substitute.

### 4.3 Extended Illness Leave

**4.3.1** When a faculty member is absent due to illness or injury and has exhausted all available sick leave(s) and continues to be absent due to illness or injury the faculty member may utilize extended illness leave for an additional period not to exceed five (5) school months. During this five (5) school months period, the District may subtract from the salary due to the faculty member the amount actually paid to a substitute employed to fill the position during the absence or, if no substitute is employed, the amount that would have been paid to a substitute had one been employed.

**4.3.2** A faculty member shall not be provided more than one five (5) school month extended illness leave period per illness or injury. However, if a school year terminates prior to the exhaustion of the one five (5) school month period, the faculty member may take the balance of the one five (5) school month period in the subsequent school year for the same illness or injury.

**4.3.3** Prior to returning to work from the extended illness leave, a faculty

member must provide a physician's release verifying the faculty member's illness and the faculty member's fitness to return to duty.

**4.3.4** If the faculty member is not able to return to work after exhausting all paid leaves, the faculty member may request additional leave from the Board or shall be placed on the reemployment list for 24-months for probationary employees or 39-months for permanent employees.

## 4.4 Personal Necessity Leave

Leave that is credited or accumulated under section 4.2-Sick Leave may be used, at the teacher's election, for purposes of personal necessity; provided that use of such personal necessity leave does not exceed 54.25 hours in any school year.

Purposes and/or reasons for which Personal Necessity Leave may be used shall include the following:

1. Death of a member of the immediate family. Use of Personal Necessity Leave for this purpose shall occur after the full amount of Bereavement Leave time as provided in the section Bereavement Leave has been utilized.
2. Accident involving the teacher's person or property or the person or property of a member of his/her immediate family.
3. A serious illness of a member of the employee's immediate family.
4. An employee's appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or other order.
5. Pressing personal business of a serious nature which the employee cannot take care of outside the teacher's working hours. (Such leave will be for matters that cannot be postponed to non-work time and for which scheduling is not within the control of the teacher).
6. Participation in school or day care activities of employee's child, or legal ward as evidenced by a court order. Such leave must be approved by the District in advance.

Before the utilization of Personal Necessity leave a teacher must provide at least forty-eight (48) hours notification to the appropriate management person and receive verification of approval except for items 1 through 3 listed above in this section to allow the District time to arrange for a substitute. Should the circumstances outlined in items 1 through 3 above arise, the employee shall make every effort to comply with District procedures to enable the District to secure a substitute teacher.

Under all circumstances a teacher shall verify in writing that the Personal Necessity leave was used only for purpose(s) asserted by the teacher in accordance with the provisions in this section. A teacher will be subject to appropriate discipline if the Personal Necessity leave was used for purposes other than asserted by the teacher.

## 4.5 Family and Medical Leave

An eligible faculty member shall be entitled to up to twelve (12) work weeks of unpaid leave within a twelve-month (12) period for family and medical reasons to the extent provided by the Federal Family and Medical Leave Act of 1993 ("FMLA") and the California Family Rights Act ("CFRA"). The Acts and their pertinent regulations shall govern the interpretation of Family and Medical Leaves and the following:

**4.5.1** A faculty member is eligible if he/she has been employed by the District for at least twelve (12) months and has served at least one thousand, two hundred and fifty (1250) hours.

**4.5.2** Family and Medical Leave shall be available for the following purposes:

**4.5.2.1** For the birth of the faculty member's child.

**4.5.2.2** Placement of a child with a faculty member for adoption or foster care.

**4.5.2.3** To care for the faculty member's child, spouse, or parent with a serious health condition.

**4.5.2.4** For a faculty member's own serious health condition that keeps the faculty member from performing his/her essential job functions.

**4.5.3** Family and Medical Leave will run concurrently with other paid and unpaid leaves.

**4.5.4** A faculty member may be required to provide a valid verification whenever a serious health condition of the faculty member or his/her family member is the reason for the leave.

**4.5.5** Where advance notice is possible, a faculty member must provide twenty (20) work days advance written notice of the need for the leave. If the need for the leave is unforeseen, written notice must be given as soon as possible. Failure to provide advance written notice may delay the granting of leave.

**4.5.6** A faculty member taking Family and Medical Leave will continue to participate in the District-provided health plan under the same terms and conditions and co-payments that applied prior to the first day of the faculty member's leave.

**4.5.6.1** If the faculty member fails to return from the leave for any reason other than the recurrence or continuance of the serious health condition, the faculty member will be liable to the District for premiums paid for maintaining the faculty member's health coverage.

**4.5.6.2** A faculty member may, at his or her own expense, participate in all other faculty member benefit plans offered by the District

during the leave so long as the faculty member make all payments in advance and meets all other requirements imposed by the District's benefit providers.

## 4.6 Bereavement Leave

A faculty member shall be entitled to a maximum of three (3) days paid leave of absence, or five (5) days paid leave of absence if out-of-state travel is required, in the event of death of an immediate family member. This leave is for the purpose of arranging and attending the memorial service, and dealing with necessary business of the deceased immediately following the death. Additional days of absence may be provided under Personal Necessity Leave.

## 4.7 Pregnancy Disability/Maternity Leave

**4.7.1** A faculty member who must be absent from teaching because of her pregnancy, childbirth, miscarriage and recovery there from shall use her sick leave and extended illness leave for such purposes.

**4.7.1.1** The faculty member shall provide a written statement from her health care provider regarding the necessity for pregnancy disability leave and the length of such leave.

**4.7.2** A faculty member may request leave of absence for the purpose of maternity or paternity leave, as defined in Cal. Ed. Code Section 44977.5. This leave shall be for a maximum of twelve (12) weeks after the conclusion of pregnancy disability leave or within twelve (12) months of the birth or adoption whichever is later. The faculty member may elect to utilize sick or extended illness leave during this leave period. If no accumulated sick or extended illness leave is available to the faculty member, the faculty member shall receive differential pay, consistent with Cal. Ed. Code Sec. 44977.5. The faculty member may elect to take unpaid leave during this leave period.

**4.7.3** A faculty member on maternity or paternity leave as described in 4.7.2 above, who has utilized all accumulated sick and extended illness leave, shall be permitted to complete the twelve (12) week maternity or paternity leave period. The faculty member shall receive differential pay, consistent with Ed. Code Sec. 44977.5 for the remainder of the leave period.

**4.7.4** Any faculty member who's maternity or paternity leave as described in 4.7.2 and 4.7.3 above, is not exhausted at the school year's end, may complete the remainder of the leave period at the beginning of the following school year.

## 4.8 Jury Duty or Court Appearance

If a faculty member is called to jury duty, he/she shall receive the difference between his/her regular salary and any jury fees he/she receives for the period of

jury duty. Days of absence because of jury duty shall not have an adverse effect on a faculty member's attainment of tenure or advancement on the District's salary schedule.

A court appearance leave shall be granted when a faculty member is subpoenaed to appear as a witness, other than a litigant, or to respond to an official order from another governmental agency for reasons not brought about through the actions or misconduct of the faculty member. The faculty member shall receive the difference between his/her regular earnings and any witness fees he or she receives.

Prior to taking jury duty or court appearance leave, a faculty member must give the District as much advance notice as possible of the leave, and must provide written verification to District regarding such leave(s).

## 4.9 Military Leave

A faculty member shall be entitled to any military leave provided by law and shall retain all rights and privileges granted by law arising out of the exercise of military leave.

## 4.10 Catastrophic Leave

When an employee or a member of his/her family experiences a catastrophic illness or injury which requires the employee to take time off from work for an extended period of time, and the employee has exhausted all available sick leave and other paid time off, he/she may request donations of accrued vacation or sick leave credits.

In making such a request, the employee shall provide verification of the catastrophic injury or illness. Verification shall be made by means of a letter, dated and signed by the sick or injured person's physician, indicating the incapacitating nature and probable duration of the illness or injury.

Upon determination that the employee is unable to work due to his/her own or a family member's catastrophic illness or injury, any other employee, upon written notice to the Governing Board, may donate accrued vacation and/or sick leave credits to the requesting employee. Donations shall be at a minimum of eight hours, and in hour increments thereafter. Catastrophic leave donations shall be strictly voluntary.

To ensure that employees retain sufficient accrued sick leave to meet their own needs, donors shall not reduce their accumulated sick leave to fewer than 77 hours.

All transfers of eligible leave credit shall be irrevocable.

The employee who is the recipient of the donated leave credits shall use those credits within 12 consecutive months.

An employee who receives paid catastrophic leave shall use any leave credits that he/she continues to accrue on a monthly basis before receiving paid catastrophic leave.

## 4.11 Industrial Accident and Illness Leave

Industrial accident and illness leave shall be granted for illness or injury incurred within the course and scope of a faculty member's assigned duties as determined by the Workers' Compensation Appeals Board.

**4.11.1** A faculty member who has sustained a job-related injury shall report the injury on the District accident report form within twenty-four (24) hours, whenever possible, to the immediate supervisor. The faculty member shall report any illness on the District form to the immediate supervisor within twenty-four (24) hours, whenever possible, of the knowledge that the illness is an alleged industrial illness.

**4.11.2** Allowable leave shall be for not more than sixty (60) days during which the schools of the District are required to be in session or when the faculty member would otherwise have been performing work for the District in any one (1) fiscal year for the same illness or accident.

**4.11.2.1** Allowable leave shall not be accumulated from year to year.

**4.11.2.2** Industrial accident or illness leave shall commence on the first day of absence.

**4.11.2.3** Industrial accident or illness leave shall be reduced by one (1) day for each day of authorized absence regardless of a temporary disability indemnity award.

**4.11.2.4** When an industrial accident or illness leave overlaps into the next fiscal year, the faculty member shall be entitled to only the amount of unused leave due for the same illness or injury.

**4.11.2.5** Any faculty member receiving benefits as a result of this Section shall, during periods of injury or illness, remain within the State of California unless the District authorizes travel outside the State.

**4.11.3** During any industrial paid leave of absence, the faculty member shall receive temporary disability indemnity checks. The District, in turn, shall issue the faculty member's appropriate salary warrants for payment of the faculty member's salary and shall deduct normal retirement, other authorized contributions, and the temporary disability indemnity, if any, actually paid to and retained by the faculty member for periods covered by such salary warrants.

**4.11.4** Upon conclusion of this industrial paid leave, a faculty member may utilize

any available sick leave benefits providing that any sick leave utilization, when combined with any temporary disability indemnity, shall not exceed one hundred percent (100%) of the faculty member's normal compensation.

**4.11.5** A faculty member shall be permitted to return to service after an industrial accident or illness only upon the presentation of a release from the authorized workers' compensation physician certifying the faculty member's ability to return to his/her position classification without restrictions or detriment to the faculty member's physical and emotional well-being. Leave taken under this Section shall run concurrently FMLA/CFRA.

## 4.12 Other Leaves

The Board of Trustees may grant other leave, either paid or unpaid, when circumstances warrant at the discretion of the Board.

**Article 5 - Retiree Medical**

5.1 Any member of the Association seeking retirement shall be eligible for retiree medical subject to the following:

A. The faculty member's age plus the faculty member's total number of full time years of employment, in a certificated position with the District, must total at least 83 or higher (Age + Full Time Years of Service = 83 or Higher). A full-time year is defined as being in active duty, full time, paid status for more than seventy-five percent (75%) of the days in a school year.

B. The request to participate in the program must be made in writing and submitted to the Superintendent prior to February 1st, of the retirement year. Accompanying the application shall be a letter of resignation to become effective at an agreed upon date if the application is accepted. (Special circumstances beyond the February 1st date may be applied by the District).

The District will review all applications and make the selection of the applicants. The District's decision shall be final.

Participants in the program shall be eligible for continued district paid health insurance at the same cost as other District certificated employees inclusive of the District CAP as received in the current contract. If allowed by the District's insurance carrier, a participant may continue coverage for his/her spouse/dependents on the insurance program at the participant's own expense.

An eligible faculty member's retiree medical benefits stated herein shall remain in effect from the date of retirement until any of the following occurrences:

A. The retiree fails to pay any applicable costs.
B. The retiree reaches the age 65 or whenever he/she becomes eligible for Government sponsored medical insurance.
C. The retiree dies.

## Article 6 - Hours

### 6.1 Work Day

A work day for all grade levels shall consist of seven and three quarters (7.75) hours, which includes a duty-free lunch. A duty day shall be from 7:30 a.m. - 3:15 p.m.

**6.1.1** The starting time for all faculty members shall be 7:30 a.m. The ending time for all faculty shall be 3:15 p.m.

**6.1.1.1** The starting and ending times for the student school day are listed below:

TK- Grade 8 8:00 AM to 2:45 PM

**6.1.1.2** The duty day for faculty members are listed below:

TK-Grade 8 7:30 AM to 3:15 PM

**6.1.2** All faculty members shall attend Back-to-School Night, Open House Night, and Graduation. Faculty members may be excused from attending these events for the following reasons: death of an immediate family member, illness or serious injury of the faculty member or the faculty member's immediate family member, or with prior approval from the District, pressing personal business of a serious nature which the faculty member cannot take care of at a different time, including the graduation ceremony of the faculty member's immediate family member.

**6.1.3** Individual Education Plan (IEP) meetings will be attended by faculty members of whom the IEP student receives instruction. All efforts will be made to schedule these meetings during the work day.

6.1.3.1 Teachers who attend IEP meetings that extend past the duty day or are scheduled outside the duty day hours shall be paid at overtime rate for time worked, rounded up to the nearest quarter of an hour. The overtime rate will be calculated by taking the employees annual salary plus any longevity pay earned in the school year, divided by the number of duty days in the year, divided by 7.75, multiplied by time and one half.

**6.1.4** As a professional educator, faculty may be expected to attend faculty meetings, parent meetings, parent teacher conferences, and meetings with administrators that occur outside the normal work day.

## 6.2 Elementary and Middle School Work Schedule

Except when assigned to supervise students as set forth below, faculty members in grades TK- 8 will receive a minimum of thirty (30) minutes prep time per work-day which may occur between 7:30 a.m. to 8:00 a.m. and between 2:45 p.m. to 3:15 p.m.

**6.2.1** Within their work-day, faculty members shall be required to supervise students. Supervision may include, yard, cafeteria, hallway, and classroom, and Supervision duties will be determined by the site principal. All efforts will be made to schedule supervision duties on a rotational basis.

## Article 7 -Teacher Observations and Evaluations

### 7.1 Responsibility

Evaluations are structured to maintain the quality of performance among teachers in the West Park School District, assure compliance and accountability, and to provide a historical record for the employee and the District. It is clearly understood that an observation is a coaching tool that is a part of the evaluation. A single observation does not constitute a comprehensive evaluation. The evaluation itself is a quality performance measure.

Evaluation and assessment of the performance of teachers shall be made on a continuing basis as follows:

1. At least one each school year for probationary personnel
2. At least every other year for personnel with permanent status.
3. At least once every five years for personnel with permanent status, at least ten years of service to the District, are highly qualified (as defined by applicable law), if the personnel occupy positions that are required to be filled by a highly qualified professional under applicable law, and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree. The certificated employee or the evaluator may withdraw consent at any time. (E.C. 44664 sub 3).

Teachers shall be observed and evaluated by a District approved evaluator, **who shall schedule such observation with the subject teacher at least seven (7) calendar days in advance. Observers will make reasonable efforts to choose a time that is mutually agreeable.**

Observations:
A formal and informal observation is scheduled for approximately 30 minutes in length. Along with the observations, the evaluator may use data collected throughout the year by way of "walk-through" strategies to provide more feedback to the teacher.

Structured feedback to a teacher regarding an observation shall be within one week of the dated observation.

Evaluation:
Evaluations shall be conducted in accordance to Education Code Section 44660 et seq.

The evaluator is required to sit down and review evaluative information with the teacher. If more than one deficiency in a main topic area is recorded, then the evaluator shall make recommendations to improve the performance and to assist the teacher.

If the teacher disputes any portion of his/her formal evaluation, he/she may

prepare a written statement in accordance with law and policy, which shall be attached to the evaluation and include in the teacher's personnel file.

Evaluations made pursuant to this section, shall be reduced to writing and transmitted to the teacher consistent with the provisions of Education Code Section 44663 not later than thirty (30) days before the last day scheduled on the adopted calendar for the school year in which the evaluation takes place.

Classroom teachers shall not participate in the evaluation of other assigned teachers.

All employees are subject to annual evaluations. If a scheduled evaluation is not conducted, then the process may be carried to the following school year.

(See attached Appendix C: Observation form and Evaluation form).

PERSONNEL FILES

A teacher may inspect and acquire copies of materials in his/her personnel file at reasonable intervals and at reasonable times consistent with the provisions of California Labor Code section 1198.5. The review shall take place upon written authorization by the teacher, a representative may review said personnel file or accompany the teacher in such a review. Materials which may be excluded from inspection shall include ratings, reports, or records which:

1. Were obtained prior to the employment of the teacher;

2. Were obtained in connection with promotional examination and other materials which may, by law, be excluded.

Information of a derogatory nature shall not be entered into a teacher's personnel file unless and until the teacher is given notice and an opportunity to review and comment on that information. The teacher shall have the right to enter, and have attached to any derogatory statement, his or her own comments. The review shall take place during normal business hours and the employee shall be released from duties for this purpose without salary reduction. (See California Education Code, section 44031). A teacher has ten (10) days as defined in 10.4.1 to respond in writing to derogatory information prior to it being placed in the teacher's personnel file.

Materials placed in a teacher's personnel file shall be dated and signed by the person who prepared or caused the placement of such materials.

Teachers' personnel files shall be kept confidential in accordance with applicable law and regulations (subject to District board review). Access to such files shall be restricted accordingly.

Each teacher's personnel file shall be kept in the central administrative office of the District.

Only the evaluated employee, his representative as specified above, the confidential district office staff, administration, legal quorum of the School District Board at a close session meeting of personnel reasons, and the District's legal counsel shall have access to personnel files.

Evaluation File

The District **shall** keep a site working file for the purpose of collecting information both positive and negative to assist in completing the employee's evaluation. The evaluation file will be maintained in the office of the Learning Director and will be secured from unauthorized persons. **Any documents that are corrective in nature that are below a letter of reprimand in severity, will be placed in this file instead of the employees personnel file.**

The District will use a standardized Review Form to compile both work recognition and corrective actions relating to an employee. Review Forms relating to corrective action(s) will not be placed in the employee's personnel file but may be referred to in a Written Reprimand.

Written Reprimands shall be issued by the Superintendent's designee after reviewing the facts and circumstances upon which the Written Reprimand is based, and after consulting with the Superintendent. A Written Reprimand shall be signed by the Superintendent indicating that he/she reviewed the Written Reprimand. Written Reprimands shall be placed in the employee's personnel file. The employee shall have ten (10) days, as defined in 10.4.1 to issue a rebuttal in writing. Refer to California Education Code 44031.

## Article 8 - Compensation

**8.1 Salary Schedule/Schedule Placements.** The certificated salary schedule, **effective as of July 1, 2023, for the 2023-24 school year is** attached hereto as Appendix A.

**8.2. Payment.** The annual salary for faculty members shall be divided into twelve (12) equal payments and shall be payable on the last day of each month.

**8.3 Rules for Placement and Advancement on the Certificated Salary Schedule**

**8.3.1 Initial Placement (Hired after ratification of this Agreement.)**

**8.3.1.1** Upon initial employment by the District, a faculty member will be placed on the Certificated Salary Schedule (Appendix A) based upon the provisions of this section.

**8.3.1.2** Evaluation of units related to education, degrees, credentials and previous experience for salary schedule placement shall be made by the Superintendent or Superintendent's designee.

**8.3.1.3** To verify initial salary schedule educational column placement, letters of verification of experience and official transcripts of college units shall be submitted within 30 days of acceptance of the offer of employment. Failure to comply shall result in a salary schedule placement according to existing verification on file with the District for the remainder of that school year. If failure to receive the above verification(s) by the District is beyond the teacher's control, the teacher shall remain at his /her tentative placement until verification is received by the District.

**8.3.1.4** In order to determine step placement, Teachers who are employed by the District for the first time and who have previous K-12 public school teaching experience, which required a credential, shall be granted one (1) step increase for purposes of initial placement on the salary schedule for every one (1) year teaching experience outside the District, up to a maximum of 15 years. —

**8.3.1.5** During periods when hiring new teachers is difficult, if the District determines it is necessary and funding is available, the District may offer a one-time bonus for purposes of recruiting.

**8.3.1.6** Any fully credentialed faculty member who has less than thirty (30) units shall be placed on the Certificated Salary Schedule at CRED LESS THAN 30 units, step one (1), unless experience results in a higher step per 8.3.1.4. The teacher shall then remain frozen at the assigned column CRED LESS THAN 30 until such time as he/she has earned thirty (30) approved units beyond the teacher's Bachelor's degree.

8.3.1.7 Any non-fully credentialed teacher i.e., those serving on

Internships, Short Term Staff Permits (STSPs), Provisional Internship Permits (PIPs), waivers, etc. shall be placed at NON CRED, step one (1) as identified on the salary schedule (Attachment A).

**8.3.1.8** Upon completion of his/her credential and thirty (30) approved units beyond the teacher's Bachelor's degree, at the beginning of the next school year, the teacher will receive credit for prior experience with the District at one step per year up to a maximum of three (3) years of credit. Upon completion of a teacher's credential and thirty
(30) units, the highest step the teacher will advance the following school year will be BA+30 step 4.

**8.3.2 Advancement**

**8.3.2.1** Except as set forth in 8.3.1.7, vertical advancement on the salary schedule shall be based on years of teaching experience in the District at a rate of one step per year and according to the salary schedule (Appendix A). For purposes of salary schedule advancement, teaching experience is defined as being in active duty paid status for more than seventy-five percent (75%) of the days in a school year.

**8.3.2.2** All units to be used for salary schedule educational column advancement must be upper division or graduate units from an accredited college. A course grade of at least a "C," or "P," (in a pass/fail system), must be obtained for advancement.

**8.3.2.3** Hours applicable for educational column advancement are semester hours. Quarter hours shall be converted to semester hours by multiplying the total of such hours by two-thirds (2/3).

**8.3.2.4** Written notice of intent to advance to the next educational column must be presented to the Superintendent/ designee by March 31st. After March 31st, said intent will be at the discretionary acceptance of the Superintendent/ designee.

**8.3.2.5** Acceptable evidence of actual completion of all units in the form of official college transcripts shall be submitted to the Superintendent/ designee by September 1st. If there are circumstances beyond the teacher's control which prevent the teacher from obtaining official college transcripts by the September 1st deadline, a transcript waiver may be submitted. The deadline to submit transcripts as indicated on the transcript waiver will be extended to September 30th. Advancement from one educational column to the next will not prevent step advancement for an additional year of completed service to the District.

**8.3.2.6** Part-time faculty members shall receive placement and be provided advancement on the salary schedule in conformance with all these rules. Actual compensation, however, shall be a percentage of the amount shown at

the teacher's placement level based upon the proportion of the F.T.E. assigned.

## 8.4 Longevity Pay

Longevity pay shall be paid to certificated teachers as described on the Certificated Salary Schedule (Appendix A).

## 8.5 Special Education Stipend

Special Education teachers employed by the District may request up to two special education stipend days to perform special education related work. If requested by a special education teacher and approved by the District, special education teachers employed by the District shall be paid a special education stipend calculated at the applicable daily rate based upon the special education teacher's salary, not to exceed the equivalent to two day's pay calculated at the special education teacher's daily rate. In addition, SPED Teachers will receive a stipend per year. (See Appendix B)

## Article 9- Health and Welfare Benefits

**9.1 Health and Welfare Benefits for Full Time Faculty members.**

**9.1.1** The District shall provide full-time faculty members and their eligible dependents plan options through California's Valued Trust ("CVT), including medical, dental, vision, and life insurance.

**9.1.2** All full-time faculty members must select benefit plans from among the plan options allowed by the District and its providers. All full time faculty members must adhere to all requirements imposed by the District's benefit providers as those requirements may change from time-to-time. Plan rates shall be forwarded to the Association once they become available to the District.

**9.2 Payment of Health and Welfare Benefits.** The District's maximum contribution toward the cost of providing unit members and their eligible dependents with health, dental and vision insurance is as follows or whatever the District provides to its classified employees, whichever is greater:

**--Effective July 1, 2023: $13,000.**

**9.3 IRS Section 125 Plan.** The District shall offer an IRS Section 125 Cafeteria Plan. The District's Section 125 Plan shall include a Premium Only Payment Plan and Flexible Spending Accounts ("FSA") for reimbursement of eligible medical care, dependent care and other authorized expenses. Faculty members shall be allowed all elections permitted by law and the District's adopted Plan, as IRS Section 125 Plan requirements and applicable laws may change from time-to- time.

**9.4 Tax/Retirement Consequences.** Neither the District nor the Association makes any representation or warranty with respect to the tax or retirement consequences of any elections made by individual faculty members. Neither the District nor the Association shall be liable for any tax or retirement consequences of elections made by unit members.

**9.5 Health Savings Accounts.** Faculty members that select qualifying high deductible plans and meet all other legal requirements shall be allowed to participate in an IRS qualifying Health Savings Account ("HSA") to the extent permitted by law and by the District's providers.

**9.6 Affordable Care Act.** No faculty member may select a benefit plan that results in the District incurring a tax, penalty or other cost under the Affordable Care Act of 2010 as amended by the Health Care and Education Reconciliation Act. The parties agree to meet and agree on the impacts of any amendments to the act.

**9.7 General Requirements.**

**9.7.1** Open enrollment for plan selection and changes will occur annually during the months of August and September. The Plan year is from October **1** to September 30.

**9.7.2** Coverage for new faculty members shall begin the first day of the month following their date of hire, provided the faculty member has worked at least ten (10) days before the new month begins.

**9.7.3** For faculty members whose employment ends during any given month, that faculty member shall continue to receive insurance coverage through the end of the month in which the termination occurs.

## 9.8 Other Benefits.

Teacher Travel: When a faculty member attends a pre-approved job related conference or workshop, the District will pay all reasonable fees (hotel, parking structure fees, etc.) and expenses (mileage, meals, etc) as determined by Board Policy. The faculty member shall receive per diem reimbursements which will be calculated at the Board approval rate for the applicable year. Original receipts received from the hotel accommodations will be submitted to the District Office for reimbursement. The District shall front the cost of accommodations for those teachers who indicate a hardship.

## Article 10 - Grievance Procedures

### 10.1 Purpose

**10.1.1** The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may arise from time to time affecting the welfare or working conditions of faculty members. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

**10.1.2** Nothing contained herein will be construed as limiting the right of any faculty member having a grievance to discuss the matter informally with any appropriate member of the administration, and to have the grievance adjusted without intervention by the Association, provided that the adjustment is not inconsistent with the terms of this Agreement.

**10.1.3** Since it is important that grievances be processed as rapidly as possible, the time limits specified at each level should be considered to be the maximum and every effort should be made to expedite the process. The time limits may, however, be extended by mutual agreement.

**10.1.4** In the event a grievance is filed at such a time that it cannot be processed through all the steps in this grievance procedure by the end of the school year, and if left unresolved until the beginning of the following school year, could result in harm to an aggrieved person, the time limits set forth herein may be reduced with the mutual consent of the parties so that the procedure may be exhausted prior to the end of the school year or as soon as is practicable.

### 10.2 Procedure

**10.2.1** Level 1-Informal Meeting. The faculty member must meet with his/her immediate supervisor within ten (10) days of the occurrence, or within ten (10) days of when the faculty member could reasonably have known of the occurrence of the act or omission giving rise to the grievance, to discuss the grievance in an attempt to resolve it informally at the lowest possible level. If the faculty member is unable to meet with his/her immediate supervisor or if grievance is not resolved at Level I, the faculty member may proceed to Level 2.

Level 2-Immediate Supervisor. Within ten (10) days of the occurrence, or within ten (10) days of when the faculty member could reasonably have known of the occurrence of the act or omission giving rise to the grievance, the grievant must present his/her grievance to the Immediate Supervisor in writing on the District provided form. The grievance shall contain a clear and concise statement of the grievance, the circumstances involved, the decision rendered at the informal conference, and the specific remedy sought.

The Immediate Supervisor shall communicate a decision to the faculty member in writing within five (5) days after receiving the written grievance. Within the foregoing time limit, either party may request a conference to discuss the grievance.

**10.2.2** Level 3-Superintendent/Designee. If the grievant is not satisfied with the decision at Level 2, the faculty member may, within five (5) days, appeal the decision to the Superintendent or his/her designee. This written appeal statement shall include a copy of the original grievance, the appeals, and the decisions rendered at the previous levels, and a clear, concise statement of the reasons for the appeal. The Superintendent or his/her designee shall communicate a written decision within five (5) days. Within the forgoing time limit, either party may request a conference to discuss the grievance.

**10.2.3** Level 4-Board. If the grievant is not satisfied with the decision at Level 3, the grievant may, within five (5) days, appeal to the Board of Trustees. The Board will schedule a meeting to hear the grievance at a regularly scheduled board meeting. At the Board meeting, the Board shall review the records and, if it finds it is necessary, shall hear additional testimony or receive additional evidence. Within fifteen (15) days after the matter has been submitted, the Board shall render its decision in writing.

The Board's decision shall be final. In the event the grievant is not satisfied with the decision of the Board, the grievant may file suit in a court of competent jurisdiction.

## 10.3 Rights of the Parties

**10.3.1** No reprisals will be taken by the Superintendent or by any member or representative of the administration or the Board against any aggrieved person because of filing a grievance.

**10.3.2** A faculty member may be represented at all stages of the grievance procedure by him/herself or, at his/her option, by a representative selected by the Association.

## 10.4 Miscellaneous

**10.4.1** For purposes of the grievance article, a "day" shall mean a day in which the central administrative office of the District is open for business.

**10.4.2** Time limits for appeal shall begin the day following receipt of a written decision by the parties involved.

**10.4.3** If a grievance arises from action or inaction on the part of a member of the administration at a level above the immediate supervisor, the grievant shall submit such grievance in writing to the Superintendent and the processing of such grievance will be commenced at Level III.

**10.4.4** When it is necessary for a representative designated by the Association to attend a grievance meeting or hearing during the day, he/she will, upon notice to his/her principal or immediate supervisor by the President of the Association, be released without loss of pay in order to permit participation in the foregoing activities. Any faculty member who is requested to appear in such meetings or hearings as a witness will be accorded the same right.

**10.4.5** All documents, communications, and records dealing with the processing of a grievance will be filed in a separate grievance file and will not be kept in the personnel file of any of the participants.

**10.4.6** Forms for filing grievances and making appeals will be prepared jointly by the Superintendent and the Association and given appropriate distribution by the Association so as to facilitate operation of the grievance procedure.

**10.4.7** Failure by a grievant to meet a deadline set forth in this Article shall terminate the grievance and the grievant shall not have a right to re-file on the same set of facts. Failure by the District to meet a deadline set forth in this Article shall give the grievant the right to proceed to the next step in the grievance process.

**10.4.8** A "grievance" is an allegation by a teacher that here has been a violation, misinterpretation, or misapplication of a provision of this collective bargaining agreement.

**10.4.9** A "grievant" may be any teacher of the District covered by the terms of this collective bargaining agreement.

## Article 11 - Reassignments

### 11.1 Definitions

**11.1.1** A reassignment is defined as a change in a faculty member's specific grade level or assignment.

### 11.2 Voluntary Reassignment

A faculty member may request a voluntary reassignment whenever a posted vacancy occurs.

**11.2.1** Teachers may initiate the reassignment by submitting a written request to the District Personnel Office.

**11.2.2** Applications for reassignment may be submitted at any time during the District's regular office hours.

**11.2.3** A reassignment application may be submitted in response to a particular opening that has been announced in the District.

**11.2.4** The administration shall post notice of all known certificated vacancies. Such notice shall be posted in designated areas at each school site and through staff email, for no shorter than 5 business days. Notices shall include the position description, grade level or subject matter assignment, closing date and credential requirements.

**11.2.5** Vacancies shall be filled as soon as possible after the closing date. Unselected applicants will be notified that they were not selected.

**11.2.6** Vacant positions in the District's faculty shall be posted internally and externally concurrently.

**11.2.7** When a vacancy occurs and two (2) or more current faculty members apply for a vacant position, all criteria, below, will be considered in selecting the individual to fill the position.

- Credentials
- Experience
- Program Need
- Seniority
- Training
- Written Performance Evaluations

## 11.3 Involuntary Reassignment

**11.3.1** No vacancy shall be filled by an involuntary reassignment if there is an acceptable qualified volunteer available except when based on program and/or educational needs of the District.

**11.3.2** Faculty Members shall be given prompt notification of their involuntary reassignment for the coming year, and, except in unforeseen circumstances, such notification shall occur by May 1st.

**11.3.3** A meeting between the faculty member and the Superintendent or his/her designee shall be held before the involuntary reassignment occurs, at which time the teacher shall be notified as to the reasons for the reassignment.

**11.3.4** All involuntary reassignments shall be for reasons based on the program needs and educational needs of the District.

**11.3.5** When filling an existing vacancy through an involuntary reassignment, the District will determine placement according to program need.

**11.3.6** The Association and the District recognize and acknowledge that school site enrollment changes and/or unanticipated, unforeseen staffing needs may necessitate the District initiation of reassignments after the May 1st date described in paragraph 11.3.2 above.

**11.3.7** The District will make a reasonable effort to avoid the need for involuntary reassignments through voluntary reassignment and outside hires.

**11.3.8** Should the District be unable to avoid such an involuntary reassignment and should such action become necessary at any time less than ten (10) days prior to the start of a school year or during the school year, the teacher being reassigned shall receive three (3) days without classroom duties in order to make proper preparation for the new classroom assignment.

## Article 12 - Association Rights

**12.1** The Association shall have the right to post notices of activities and matter of Association concern on bulletin boards designated for use by the Association in faculty workrooms, lunchrooms or areas where faculty commonly meet. The Association may use the District's faculty member mailboxes and District email, in compliance with the District's technology use policy, for communication to its members.

**12.2** Authorized representatives of the Association shall be permitted to transact official Association business and have access to District faculty on school property at reasonable times. The term "reasonable time" means faculty member's break times, duty-free lunch, and any time before and after the student day when such faculty member is present upon District property, but is not expected to be performing specifically assigned duties on behalf of the District.

**12.3** To assure safety and security of students, professional staff representatives of the Association who wish to enter the school campus during the school day shall notify the principal's office of his/her identity and his/her status as the representative of an faculty member organization. Appropriate identification and credentials may be required in instances when management does not know the individual's identity or affiliation.

**12.4** Upon request, the Association shall be provided with the following documents, which may be delivered electronically via PDF files:

- Names, addresses, telephone numbers and years of service of all faculty members, no later than September 15th of each school year.
- After presenting to the Board, one (1) copy of the J-200 budget series.
- After posting, one (1) copy of the agenda of the Board meeting and non-confidential support materials for all meetings of the Board of Trustees.
- Subsequent to a public meeting of the Board of Trustees, one (1) copy of Board minutes.

**12.5** The Association President and Vice President shall be granted three (3) days to split between them per school year to utilize for conducting Association business pursuant to Education Code section 44987(b). To utilize this leave, the Association President and/or Vice President must give two (2) days advance notification to his/her supervisor and the Superintendent or his/her designee.

**12.6** The Association shall have the right to use District facilities at reasonable hours for Association membership meetings. A reasonable time prior to using District facilities for Association membership meetings, the Association shall submit to the Superintendent or Superintendent's designee a District facilities use request form to ensure that no conflicts exist for use of facilities. At the District's discretion, the District may authorize the Association to use District equipment upon prior

reasonable written request for use in conjunction with Association membership meeting. If the Association uses any District copy machines pursuant to this section, the Association shall reimburse the District for the cost of copies made pursuant to this section at a rate of 10 cents per copy.

**Article 13 - District Rights**

1. It is understood and agreed that the District retains all of its powers and authority to direct, manage and control the District to the full extent of the law. Included in, but not limited to, those duties and powers is the exclusive right to determine its organization; direct the work of its employees; determine the time and hours of operation; determine the kinds and levels of services to be provided, and the methods and means of providing them; establish its educational policies, goals and objectives; ensure the rights and education opportunities of students; determine staffing patterns; determine the number and kinds of personnel required; maintain the efficiency of District operations; build, move, or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; contract out work; and take reasonable action on any matter in the event of an emergency. In addition, the District retains the right to hire, classify, assign, evaluate, promote, terminate, and discipline employees.

2. The exercise of the foregoing powers, rights, authority, duties and responsibilities by the District, and the adoption of policies, rules, regulations and practices in furtherance thereof, shall be in conformance with existing law and limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.

**Article 14 - Class Size**

**14.1** Class size for each grade level is defined below:

| | |
|---|---|
| Transition Kindergarten - Kindergarten | 25 |
| Grade One - Grade Three | 25 |
| Grade Four - Grade Eight | 30 |

**14.1.1** Overage is calculated based on actual enrollment on the last working day of the month. In the event a faculty member in grades listed above has more than the specified number, the District will pay the faculty member $120 per month for each additional student.

**14.1.2** The calculation will be based on a 4 week attendance month with the payment coming on the next available pay period.

## Article 15 - Calendar/Work Year

**15.1** Each year, in March, the District will establish specific calendar proposals for the following school year. These options will be reviewed by Association representatives and their choice of options and all reasonable adjustments shall be submitted to the District for consideration. The calendar will be subject to final approval and adoption by the District's Board of Trustees. Upon such approval and adoption, said calendar shall be attached and incorporated into this Agreement.

**15.2** For the **2023-2024** school year, faculty members will be required to provide a maximum of one hundred eighty-four (184) contracted work days, of which one (1) day will be teacher classroom check out day, and three (3) days will be teacher in-service and/or teacher preparation days as determined by the District.

**Article 16 - Terms and Reopeners**

**16.1** The term of this Agreement is July 1, **2023** through June 30, **2024**.

**16.2** This Agreement shall remain in full force and effect until a successor agreement is ratified.

## Article 17 Professional Development/Additional Duty

**17.1** The District determines the professional development needs for faculty members, the mode and time of delivery of professional development to faculty members.

**17.2** Prior approval must be granted by the faculty member's administrative supervisor and the Superintendent or the Superintendent's Designee prior to a faculty member attending a professional development activity. Professional development activities attended during non-duty days will not result in additional compensation for faculty members unless otherwise agreed upon by the District.

**17.3** District shall make available to each faculty member six (6) non-duty professional development days each school year. The District agrees to schedule and publish, to the Association, the dates of the six (6) days, on or before the first school day on an annual basis. If state and/or federal funding specifically earmarked for professional development is available, the number of professional development days may be increased at the District's discretion. Professional Development days shall not exceed 4.5 hours per day. Compensation for professional development days will be $200 per day attended.

17.4 The dates of Additional Duty instruction such as Fall, Winter and Spring Intercession and Summer School will be determined on or before the first school day, of the school year, on an annual basis. The District will determine which Additional Duty instruction shall occur annually. Teachers wanting to participate in providing Additional Duty instruction may volunteer to sign up. Sign-ups will be based on seniority within the District, with the most senior teacher having first choice of signing up and grade level taught.

17.5 Compensation for Additional Duty instruction listed in Section 17.4 will be at a rate of $375 for each day worked. The duty time will be for no more than 4.5 hours per day. Additional Duty instruction will have no more that twelve (12) students per teacher per class. Teachers participating in Additional Duty instruction listed in Section 17.4 which exceed twelve (12) students, shall be compensated an additional ten dollars ($10) per student, per day of instruction they provide.

## SIGNATURES

This Agreement, for the term July 1, **2023** through June 30, **2024**, was ratified by the members of the West Park Elementary Certificated Association and approved by the Board of Trustees of the West Park Elementary School District.

**FOR THE DISTRICT:**

Aida Garcia, Board President

Dr. Brian Clark, Superintendent

**FOR THE ASSOCIATION:**

Robin Johnson, President WPECA

Tony Silva, WPECA Lead Negotiator

## APPENDIX A

To be inserted by the District.

APPENDIX B

To be inserted by the District

## APPENDIX C

Teacher Observation and Evaluation Forms

**District to Insert Current Observation/Evaluation Forms Which are Status Quo from Prior CBA**

# West Park Elementary School District
## 2023-2024 Certificated Salary Schedule
## Effective July 1, 2023 to June 30, 2024

DRAFT

| STEP | NON CRED | CRED LESS THAN 30 | BA +30 UNITS | BA +45 UNITS | BA +60 UNITS | BA +75 UNITS OR MASTERS |
|---|---|---|---|---|---|---|
| 1 | 48,148.37 | 50,832.95 | 52,230.85 | 53,667.20 | 55,143.04 | 56,659.49 |
| 2 | 49,472.45 | 52,230.85 | 53,667.20 | 55,143.04 | 56,659.49 | 58,217.63 |
| 3 | 50,832.95 | 53,667.20 | 55,143.04 | 56,659.49 | 58,217.63 | 59,818.61 |
| 4 | | 55,143.04 | 56,659.49 | 58,217.63 | 59,818.61 | 61,463.61 |
| 5 | | | 58,217.63 | 59,818.61 | 61,463.61 | 63,153.87 |
| 6 | | | 59,818.61 | 61,463.61 | 63,153.87 | 64,890.59 |
| 7 | | | 61,463.61 | 63,153.87 | 64,890.59 | 66,675.08 |
| 8 | | | 63,153.87 | 64,890.59 | 66,675.08 | 68,508.65 |
| 9 | | | 64,890.59 | 66,675.08 | 68,508.65 | 70,392.63 |
| 10 | | | 66,675.08 | 68,508.65 | 70,392.63 | 72,328.42 |
| 11 | | | | 70,392.63 | 72,328.42 | 74,317.46 |
| 12 | | | | 72,328.42 | 74,317.46 | 76,361.18 |
| 13 | | | | | 76,361.18 | 78,461.12 |
| 14 | | | | | 78,461.12 | 80,618.79 |
| 15 | | | | | 80,618.79 | 82,835.80 |
| 16 | | | | | | 85,113.79 |
| 17 | | | | 78,146.98 | 80,296.03 | 87,454.42 |
| 18 | | | | | | 89,859.42 |
| 19 | | | | | | 92,330.56 |
| 20 | | | | | | 94,869.65 |

**Longevity**

Longevity pay shall be paid to certificated teachers after he/she has completed 20 years of service to the District at the rates described below:

| | | |
|---|---|---|
| 21 years of service less than 25 | 124.00 | per month |
| 25 years of service less than 30 | 155.00 | per month |
| 30 years of service or more | 220.00 | per month |

Longevity pay is stackable in that a teacher having longevity in more than one category shall receive all applicable longevity pays for a maximum of $499.00 per month.

Blue shaded area only applies to teachers previous on steps no longer available

Salary schedule based on 184 days.

**Revised 6/12/23**

**6% Increase FY 2023-24**

**BOARD APPROVED:** _____

## WEST PARK ELEMENTARY SCHOOL DISTRICT STIPEND LIST (APPENDIX B)

| ATHLETIC STIPENDS | AMOUNT |
|---|---|
| ATHLETIC DIRECTOR | $900.00 Per Semester |
| ATHLETIC COACH | $683.00 (JV & Varsity both $1155.00 per sport |
| ATHLETIC COACH GAME STIPEND | $100.00 Per Game as approved by both the Athletic Director and Administrator |
| WEEKEND TOURNAMENT TRACK Meet | $375.00 Full Day $188.00 Half Day |

* PRACTICE DATES AND SIGN IN/SIGN OUT ATTENDANCE ROSTERS TO BE SUBMITTED FOR STIPEND PAYMENT

| CURRICULAR STIPENDS | AMOUNT |
|---|---|
| INDUCTION COACH | $1,500.00 (Or Amount Designated by FCSS) Per Teacher Served |
| SATURDAY SCHOOL | $375.00 Per Day |
| PARENT CLASS LEAD | $1,178.00 Per Semester |
| HOME HOSPITAL | Overtime Rate per 6.1.3.1 |
| COMBO CLASS | $458.00 Quarterly |
| SPED | $2,000.00 per Year |
| OVERAGE | See Section 13.1.1 |

* HOME HOSPITAL STIPEND TO BE PAID FOR ALL TIME WORKED OUTSIDE THE WORK DAY AS DEFINED IN MOU ARTICLE 6.1.3.1 TRAVEL TIME TO LOCATION COUNTED TOWARD DUTY TIME IF TEACHER'S OWN VEHICLE IS USED. MILEAGE REIMBURSED BY DISTRICT AT IRS MILEAGE RATE FOR TRAVEL TO STUDENT LOCATION. TEACHER MAY GO DIRECTLY HOME FROM STUDENT LOCATION IF USING OWN VEHICLE. TIME AND MILEAGE DO NOT APPLY IF TEACHER GOES HOME FROM STUDENT LOCATION.

| CO-CURRICULAR & EXTRA-CURRICULAR STIPENDS | AMOUNT |
|---|---|
| YEARBOOK | $600.00 Per Year |
| CLUB ADVISOR | $600.00 Per Year |
| May Day Coordinator only 1 | $300.00 |
| May Day Dance Instructor - up to 6 | $458.00 Per Instructor |
| May Day Instructor Event - only up to 2 | $131.00 |
| JR. HEALTH INSTITUTE Instructor | $1602.00 per year |
| PEACH BLOSSOM Coordinator | $300.00 Per Person |
| DEBATE | $1526.00 Per Semester |
| PERFECT ATTENDANCE | $250.00 Quarterly**** |
| Class Coverage | Half day - $87.50<br>Full day - $175 per day |
| Extra Teaching Period (before school, lunch, or after school) | Overtime Rate per 6.1.3.1 |
| Cheerleading/ Pep Advisor | $600.00 Per Semester |
| Drama Coach (primary, intermediate, and upper) | $600.00 per semester |
| Science Fair Coordinator (4th-8th) | $300.00 per year |
| SSC/ELAC/DELAC Representative | $55.00 per meeting |
| Spelling Bee Coordinator | $300.00 per year |
| Red Ribbon Week Coordinator | $600.00 per year |
| Read Across America Coordinator | $600.00 per year |
| Student Council Coordinator | $600.00 per semester |
| 6th Grade Camp overnight | $150.00 per night |
| Academic Leadership (1 teacher per grade level) | $500.00 per quarter |
| Field Trip during non-contracted time | Hourly Rate |

* LESSON PLANS, EVENT/PRACTICE DATES, AND SIGN IN/SIGN OUT ATTENDANCE ROSTERS TO BE SUBMITTED FOR STIPEND PAYMENT CURRICULAR STIPENDS MUST MAINTAIN AN AVERAGE OF 10 STUDENTS FOR STIPEND PAYMENT. DISTRICT WILL REVIEW NEED FOR PROGRAM CONTINUATION ON A QUARTERLY BASIS.

* IF REQUESTED BY THE EMPLOYEE ASSIGNED A STIPEND POSITION, STIPENDS MAY BE SPLIT WITH ANOTHER EMPLOYEE AS APPROVED BY ADMINISTRATOR OR ATHLETIC DIRECTOR

***PERFECT ATTENDANCE MEANING NO ABSENCE REPORT FILED, WITH THE EXCEPTION OF JURY DUTY AND SCHOOL RELATED BUSINESS.

**ITEM:** Avaya Communications Intercom Repair Proposal

**PRESENTER:** Dr. Clark, Superintendent of West Park Elementary School District

**Date:** June 28th, 2023

---

Seeking board approval to contract with Avaya Communications to repair and restore function to the current inoperable intercom system at West Park Elementary School.

# Bid Proposal

TelData

AVAYA communication

BUSINESSPARTNER

**C-7 State Contractors License #828594**

| Presented to: | Phone Number | Quote Number | Date |
|---|---|---|---|
| **West Park School District** | **559-233-6501** | **5160** | |
| Address | Fax Phone Number | **Project Name/Address:** | |
| **2695 S. Valentine Ave.** | **559-233-8626** | *West Park School District*<br>*2695 S. Valentine Ave.*<br>*Fresno, CA 93706* | |
| City / State / Zip | Business Partner Sales Contact | | |
| **Fresno** / **CA** / **93706** | **Larry Roeme** | | |
| Contact | Business Partner Telephone Number | | |
| **Randy** | **559-438-0700** | | |

**QUOTATION EXCLUDES: (Electrician, Customer or Others to provide)**
*** Providing and/or installing any standard electrical box for use of any low voltage device, conduit stubs, wiremold, and terminal cabinets, u noted in inclusions * Providing/installing of cable trays unless noted in inclusions * Providing and/or installing plywood backboard unless inclusions * Permit fees *any rental equipment unless noted in inclusions * Demolition work and/or disconnection/removal/disposal of exi devices, unless noted in inclusions**

TERMS: 50% deposit before work is to begin. Any additional work will require a "Change Order" and a 50% deposit before work is to begin proposal is valid for 30 days, unless noted in inclusions. * Work to be performed during regular business hours. *Payment for work perfor the completion of project shall be made on an installment basis. Credit Card is subject to additional Fees

TESTING: Work is done to state and local codes, TelData will test and certify all installed data and voice locations using DSX 8000

| Description/Proposal Inclusions | Quantity |
|---|---|
| Replacement of paging amp, horns, wire and add emergency tone. Quote is base on clear pathways | |
| and pull boxes in place. Current short code in phone system for paging, open ports on analog port to | |
| interface to amp and remote relay. | |
| Paging Amp 250 Watt | 1 |
| Paging Horns | 6 |
| Relay Controller | 1 |
| Multiple Tone Notification | 1 |
| Paging Wire | 1 |
| Small Part Consumables | 1 |
| Installation -Service Labor | 1 |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

**West Park School District**

Signature_____Title:_____

By signing above I hereby approve all work to be performed toward the comp of project as specified within this docment.

Date_____

| | | |
|---|---|---|
| **Subtotal** | **$** | **15,339.50** |
| **Shipping** | **$** | |
| **Taxes** | **$** | **324.94** |
| **Total** | **$** | **15,664.44** |

**ITEM:** Maxim Healthcare Services Quote

**PRESENTER:** Dr. Clark, Superintendent of West Park Elementary School District

**Date:** June 28th, 2023

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Seeking board approval to contract with Maxim Healthcare Services for a Licensed Vocational Nurse at West Park Elementary School for the 2023-2024 school year.

maxim healthcare services

# West Park Elementary School District
# LVN Quote
# 2023/2024 School Year

Maxim Healthcare Services proposes the following for LVN services for West Park Elementary School District.

## MAXIM SERVICES

Maxim will provide all of the following:

- Manage all efforts for recruitment, onboarding, orientation, and other related training for Maxim staff.
- 24/7 On-Call Service (661-322-6428)

## STAFF COST

The following cost table is based on 1 LVN for West Park Elementary School District for the 2023/2024 School Year starting July 14th 2023 and continuing for 184 School Days and 19 Extended School Year Days.

| Type | Hourly Price | Daily Cost- 8 hrs/day | Quantity of Staff | Total cost for 203 days |
|---|---|---|---|---|
| LVN | $53 | $424 | 1 | $86,072 |

**Total cost to WPESD: $86,072**

March, 28th 2022

maxim®
healthcare services

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# LVN Quote
# 2023/2024 School Year

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March, 28th 2022

# EDUCATION SERVICES STAFFING AGREEMENT

This Education Services Staffing Agreement (hereinafter "Agreement") is entered into this July 14th, 2023, by and between **West Park Elementary School District** located at 2695 Valentine Fresno, California 93706, referred to in this Agreement as "Customer," and **Maxim Healthcare Staffing Services, Inc.,** a Maryland Corporation including its affiliates and subsidiaries, with an office located at 5201 California Ave., Bakersfield, CA, 93309, United States of America referred to in this Agreement as "Maxim."

## RECITALS

**WHEREAS,** Customer operates a School, as defined by State Law located in California and wishes to engage Maxim to provide personnel to supplement Customer's staff.

**WHEREAS,** Maxim operates a staffing agency that provides supplemental healthcare staffing services to Customer.

**THEREFORE,** in consideration of the above premises set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are acknowledged by the Parties, and intending to be legally bound, Customer and Maxim hereby agree to the following terms and conditions.

## ARTICLE I. DEFINITIONS

**"Agreement"** means this EducationServices StaffingAgreement entered into as of the Effective Date between Maxim and Customer, including all Attachment(s) attached hereto, and all Statement(s) of Work entered into by Maxim and Customer pursuant to Section 3.1.

**"Assignment Confirmation"** means the details as agreed upon between Customer and Maxim for Assignment Personnel Providing Assignment Services.

**"Assignment Personnel"** means collectively Local Assignment Personnel and Travel Assignment Personnel providing Assignment Services.

**"Assignment Personnel Rate"** means a rate agreed upon between Customer and Maxim for that specific Assignment Personnel, as specified in "Attachment C" and controls where different from Base Rates set forth in "Attachment A."

**"Assignment Services"** means Services for a specific term and length of the time, as more specifically set forth in Section 8.1 herein and "Attachment C."

**"Base Rate"** means the rates billed for Services performed by Personnel pursuant to terms of Agreement and "Attachment A" hereto.

**"Behavior Intervention Plan" or "BIP"** is defined as a written improvement plan created for a student based on the outcome of the functional behavior assessment (FBA).

**"Contractor"** means either independent contractor(s) or legal entity(ies) being utilized by Maxim to provide Services, as specified in Section 7.2.

**"Effective Date"** means the date first written above in the introductory paragraph of Agreement.

**"Float"** means Personnel reassigned to a different Customer department, unit, School Work Site, or to a different staff classification.

**"Individual Education Program" or "IEP"** is a plan developed as required under the Individuals with Disabilities Education Act ("IDEA") providing eligible students with special education and related services that is reasonably calculated to enable the student to make progress appropriate in light of the child's unique circumstances.

**"Individual Health Plan" or "IHP"** is defined as a health plan focusing specifically on student(s)' medical needs, it may contain physician orders. If the services for a student's medical needs can be performed during the school day for the student to benefit from the education, the medical services may be incorporated into the 504 Plan or IEP.

**"Medical Services"** services provided by a licensed physician to determine a student's medically related disability that results in the student's need for a 504 Plan or an IEP. These services include determining the health or related services needed for a particular student, developing the plan, changes to the plan, and level of healthcare or professional required.

**"Personnel"** means licensed and/or unlicensed clinical and other non-clinical healthcare, behavioral, educational assistance, and instructional employees of Maxim.

**"Placement"** is defined to mean where the student with a disability receives the services listed in the 504 Plan or the IEP.

**"Related Services"** means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services include school health services and school nurse services, social work services in schools, and parent counseling and training.

**"School Health Services"** means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School health services are services that may be provided by either a qualified school nurse or other qualified person as requested by the Customer.

**"School Work Site"** means any location Customer assigns Personnel to render Services.

**"Services"** means collectively School Health Services, Special Education Services, and/or Related Services provided by Maxim to Customer, as more specifically set forth in Article III and any Attachment(s) and/or Statement(s) of Work.

**"Special Education Services"** means specially designed instructionto meet the unique needs of a child with a disability.

**"Statement of Work" or "SOW"** means a statement of work describing the Services entered into by Maxim and Customer in accordance with Article III and "Attachment A" attached hereto.

**"Supplies"** means any and all necessary medical supplies to be used in administering and/or providing Services to student(s), including, but not limited to personal protective equipment ("PPE").

**"Term"** has the meaning given is Section 2.1.

## ARTICLE II. TERM

**Section 2.1. Term.** This Agreement will commence on the Effective Date and will continue for a school calendar year.

**Section 2.2 Renewal.** This Agreement shall automatically renew at the end of the term for successive one (1) year terms unless either Party provides written notice at least thirty (30) days prior to the end of the term or renewal term, as applicable, of such Party's decision not to automatically renew this Agreement

## ARTICLE III. NATURE AND SCOPE OF SERVICES

**Section 3.1 Scope of Services.**

**(a) Staffing.** Maxim is responsible for recruiting, screening, and hiring its Personnel as set forth herein to provide temporary staffing Services to Customer, with such Services provided by Personnel under Customer's management and supervision at a School Work Site or in an environment controlled by Customer. Maxim will use its best efforts to provide Personnel who shall perform Services in accordance with the terms of this Agreement, as requested in "Attachment A." Services include School Health Services, Related Services, and/or Special Education Services. Maxim will provide Personnel specific to the requirements provided by the Customer, following receipt of the BIP, IEP, IHP or 504 Plan (the "Plan"), as applicable, from the Customer. Maxim will use its best efforts to provide Personnel who meet the qualifications as specified by the Customer and shall perform services in accordance with the terms of this Agreement. Customer shall provide Maxim with the skill level, experience and services to be provided by Personnel to any student(s), and details from the applicable Plan for School Health Services or Related Services, necessary to perform Services hereunder.

**(b) Distance Learning Service(s).** Customer may request Personnel to provide services off-site, including, but not limited to remote services and/or in-home services at a student's location ("Distance Learning Service(s)") due to Customer school closings and/or delays. Customer is responsible for overseeing and directing placement outside of school for Distance Learning Service if requested. Customer will provide supplies and resources needed to implement Distance Learning Services and its own expense. Customer is responsible for maintaining a safe environment for all Distance Learning Services.

**(c) Changes.** From time to time, requests for additions, deletions, or revisions to the Services or Base Rates may be made (collectively, the "Changes"). The Party that wishes to make a Change shall deliver to the other Party a modified Statement of Work ("SOW") or subsequent "Attachment A" to reflect the changes to this Agreement expressly agreed to by the parties. The Changes will take effect upon signature by both parties.

**Section 3.2 School Health Services Requirements.** Maxim will perform the screening for School Health Services Personnel who meet the criteria as indicated in Attachment "B" hereto.

**Section 3.3 Related Services.** Maxim will perform the screening for Related Services and Special Education Personnel who meet the criteria as indicated in Attachment "B" hereto.

**Section 3.4 Special Education Services.** Maxim will perform the screening Special Education Services Personnel who meet the criteria as indicated in Attachment "B" hereto.

**Section 3.5 Maxim as Employer.** Maxim acknowledges and agrees that its Personnel are employees and shall be treated as such and not as employees of Customer. Maxim agrees that it (i) is responsible for providing any wages or other benefits to its Personnel; (ii) will make all appropriate tax, social security, Medicare, and other withholding deductions and payments with respect to its Personnel; (iii) will provide workers' compensation insurance coverage for its Personnel; (iv) will make all appropriate unemployment tax payments with respect to its Personnel; and (v) will take any additional actions legally required to establish that the Personnel whose Services are provided under this Agreement are employees of Maxim.

**Section 3.6 Availability of Personnel.** The Parties agree that Maxim's duty to supply Personnel is subject to the availability of qualified Personnel. The failure of Maxim to provide Personnel shall not constitute a breach of this Agreement if the requested Personnel are not available. To the extent that Maxim is unable to provide the modality of Personnel requested by Customer, Maxim will provide Customer with a higher skilled Personnel. Maxim will bill Customer at that Personnel's fair market value rate for the modality provided.

## ARTICLE IV. SCHOOL WORK SITE REQUIREMENTS AND OBLIGATIONS

**Section 4.1 Plan Implementation.** Customer is responsible for the Medical Services provided to its students. Customer will provide supervision of Personnel for Services provided to any student with a medical disability. Customer will make available to Maxim and any Personnel the applicable Plan(s), as requested. Customer shall provide student specific orientation for the requirements of the Plan(s). If the student requires school transportation, Customer shall assess whether the student's disability would allow for safe transport by Customer. Customer shall orient Maxim Personnel on the transportation and emergency protocol. Customer will make all determinations on Placement.

**Section 4.2 Orientation and Evaluation.** Customer will provide Personnel with orientation of Customer's policies, procedures and School Work Site specific training. Customer will provide School Work Site specific emergency protocol training for all student's with a medically related disability. Customer will perform evaluations of Personnel annually and provide documentation of the evaluation to Maxim. If Customer identifies area for improvement for any Personnel, Customer will collaborate with Maxim to provide additional recourses for training and orientation.

**Section 4.3 Supplies.** Customer will provide all necessary Supplies to Personnel in performance of this Agreement. Customer shall be responsible for disposing of all medical waste and biohazard produced by the Services and will comply with all applicable local, state, and federal rules, regulations, and laws governing such disposal.

**Section 4.4 Float Policy.** Subject to prior written notification, Customer may Float Personnel, if Personnel satisfies the Customer's requisite specialty qualifications. If Customer Floats Personnel, the Personnel must perform the duties of the revised assignment as if the revised assignment were the original assignment. Customer will provide the Personnel with additional orientation regarding the Float assignment as necessary. If Personnel Floats to a staff classification that has a lower Base Rate, then the Base Rate that was applicable to the original Personnel assignment remains the

applicable Base Rate despite the Float. If Personnel Floats to a staff classification that has a higher Base Rate, then the Base Rate that is applicable to the newly assigned staff classification is the applicable Base Rate for as long as the Personnel continues to work in that staff classification.

**Section 4.5 Right to Dismiss.** If at any time Customer, in its reasonable judgment, determines that the staffing Services provided any Personnel provided hereunder is inadequate, unsatisfactory or has failed to comply with Customer's rules, regulations, or policies, Customer shall immediately advise Maxim. Maxim will remove Personnel from Customer's School Work Site as requested. Customer will cooperate with Maxim and provide reasonable detail(s) for the dismissal. Customer will provide Maxim with any reports it provides to any governing oversight agency(ies) as a result of Maxim Personnel's conduct, including all drug screens conducted, results of peer review and/or documentation of Customer's investigation.

**Section 4.6 Work Environment and OSHA.** Customer will provide a clean and properly maintained workspace(s) for Maxim to conduct the Services that will enable Maxim to safely provide Services to student(s). Customer will provide furniture at its sole risk to include, but not limited to, tables and chairs, and allow Personnel reasonable access to telephones for business use. Maxim will not be responsible for the proper maintenance of any property supplied by Customer. Customer will orient Personnel to the specific exposure control plan(s), emergency action plan(s), and/or protocol(s) of the Customer as it pertains to all federal OSHA requirements and equivalent state agency requirements, directives, or standards, with respect to blood borne pathogens, other emergent matters, and any of the Customer's specific policies and procedures for safety, hazardous communications and/or operations instructions. Customer will be responsible for all OSHA recordkeeping, logging, and reporting responsibilities required by law pertinent to Services provided under this Agreement.

**Section 4.7 Notification of Incidents and Claims.** Customer agrees to notify Maxim of any incident involving Maxim Personnel within forty-eight (48) hours of its occurrence. Customer agrees to provide Maxim documentation of any investigation conducted. Maxim and Customer agree to notify each other in writing of any asserted claim relating to this Agreement within ten (10) days of either discovery of the occurrence upon which the claim may be based or learning of the claim. Indemnity to Customer shall not cover any claims or liabilities in which there is a failure to give the indemnifying party prompt notice of any incident within forty-eight (48) hours of its occurrence.

**Section 4.8 Maxim Timeclock.** The Parties acknowledge and agree that notwithstanding any Customer manuals, instructions, or other Customer policies, Maxim reserves the right to utilize Maxim Timeclock, a proprietary web-based timekeeping system, for the provision of Services and is not required and/or mandated to use paper-based timekeeping records, unless otherwise required by applicable law. Personnel will submit hours worked to Customer via Maxim Timeclock. Customer will be notified via electronic mail regarding the hours submitted and agrees to review and approve the submitted hours on a weekly basis, each Monday by noon local time. Customer approved hours will be utilized for the weekly payroll and billing. Any non-approved hours will be discussed between Customer and Maxim; notwithstanding this, Customer and Maxim agree to cooperate in good faith to ensure that all Personnel time is properly captured to ensure compliance with applicable local, state, and federal wage and hour laws.

## ARTICLE V. CONVERSION OF PERSONNEL

**Section 5.1 Non-Solicitation.** For a period of twelve (12) months following the date on which any Personnel either: (i) interviewed with Customer for purposes of Customer qualifying a candidate

or applicant for a role or position or (ii) last worked a shift under this Agreement, or a subsequent Assignment through this Agreement, Customer agrees that it will take no steps to solicit, recruit, hire, or employ as its own employees, or as a contractor, those Personnel provided or introduced by Maxim during the term of this Agreement. Customer understands and agrees that Maxim is not an employment agency and that Personnel are assigned to the Customer to render temporary service(s) and are not assigned to become employed by the Customer. Customer further acknowledges and agrees that there is a substantial investment in business related costs incurred by Maxim in recruiting, onboarding, training, and employing Personnel, which necessarily includes recruiting, qualifying, credentialing, training, retaining, and supervising Personnel. In the event that Customer, or any Customer affiliate, subsidiary, department, division, School Work Site, or any other agent of Customer or agent acting on behalf of Customer solicits, hires, or employs any Personnel, Customer will be in material breach of this Agreement.

**Section 5.2 Placement Fee.** Notwithstanding this Article V, Customer may hire or contract with any Maxim Personnel provided by Maxim if Customer pays Maxim a placement fee equal to the greater of: five thousand dollars ($5,000) or the sum of thirty percent (30%) of such Personnel's annualized salary (calculated as Weekday Hourly Bill Rate x 1,440 Hours x 30%).

**Section 5.3 Breach of Conversion of Personnel Section.** In the event that Customer hires or contracts with any Personnel in accordance with the requirements set forth above but does not notify Maxim, the Placement Fee that applies is no less than 150% of that set forth above.

## ARTICLE VI. INVOICING, PAYMENT, AND TAXES

**Section 6.1 Invoicing.** Maxim will supply Personnel under this Agreement at the rate(s) listed in the Attachment(s) to this Agreement. Maxim will submit invoices to Customer every week for Personnel provided to Customer during the preceding week. Customer Invoices shall be submitted to the following electronic mail address or by the applicable agreed upon Timecard Application.

Invoicing E-mail:
Invoicing Contact:
Invoicing Address:

**Section 6.2 Payment.** All amounts are due and payable within thirty (30) days from the date of invoice. Maxim's preferred payment is via electronic payment (EFT). If Customer is unable to pay electronically, Customer will send all payments to the address set forth on the invoice. If any portion of an amount billed by Maxim under this Agreement is subject to a good faith dispute between the Parties, Customer shall give written notice to Maxim of the amounts it disputes ("Disputed Amounts") upon the discovery of the billing dispute and include in such written notice the specific details and reasons for disputing each item. Written notice of a dispute must be provided within fourteen (14) days from date of invoice or the invoice amount is presumed to be valid. Customer shall pay by the due date all undisputed amounts, including, in the event of a billing rate dispute, the amount of the Services at the lower billing rate. Billing disputes shall be subject to the terms of Article XIII, Dispute Resolution.

**Section 6.3 Late Payment.** Payments not received within thirty (30) days from the applicable invoice date will accumulate interest, until paid, at the rate of one and one-half percent (1.5%) per month on the unpaid balance, equating to an annual percentage rate of eighteen percent (18%), or the maximum rate permitted by applicable law, whichever is less.

**Section 6.4 Annual Rate Increases.** Customer agrees to and accepts annual rate increases at the percentage listed on "Attachment A" of this Agreement.

**Section 6.5 Customer Bankruptcy or Insolvency.** Customer agrees that in the event Customer files bankruptcy, (i) to the extent Maxim pays the salary and other direct labor costs of Personnel it provides to Customer and such amounts incurred within one-hundred eighty (180) days prior to bankruptcy are not paid by Customer to Maxim prior to bankruptcy, and/or (ii) Customer is the assignee of claims held by such Personnel against Customer for such amounts incurred within one-hundred eighty (180) days prior to bankruptcy, then Maxim has a claim against Customer in bankruptcy for the amount of such salary and other direct labor costs, which is entitled to a priority under 11 U.S.C. §507(a)(4). All pre-bankruptcy conduct, including amounts due and actions related to payment that could be brought by Customer are released.

**Section 6.6 Assurances.** In the event Maxim in good faith becomes concerned about impending bankruptcy or other insolvency by Customer, the Parties agree that Maxim may request in writing from Customer a prepayment deposit in the amount equal to the average of two weeks of Services, which Maxim may apply to outstanding invoices in the event that Customer fails to timely pay such invoices. Customer agrees to provide the requested prepayment deposit within five (5) days. In the event that Maxim applies the prepayment deposit in accordance with this Section at such time that concern about Customer's impending insolvency remains, Customer agrees to replenish the prepayment deposit within five (5) days of receipt of written notice of its application.

**Section 6.7 Transaction Taxes.** Customer shall be responsible for any sales tax, gross receipts tax, excise tax or other state taxes applicable to the Services provided by Maxim. If Customer provides Maxim with a valid tax exemption certificate in accordance with local laws covering the Services provided by Maxim, Maxim will not collect Transaction Taxes.

## ARTICLE VII. RELATIONSHIP OF THE PARTIES

**Section 7.1 Independent Legal Entities.** Maxim and Customer are independent legal entities. Nothing in this Agreement shall be construed to create the relationship of employer and employee, or principal and agent, or any relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the terms of this Agreement. Neither Maxim nor Customer nor any of their respective agents or employees shall control or have any right to control the activities of the other Party in carrying out the terms of this Agreement.

**Section 7.2 Use of Contractors.** Maxim may utilize the services of Contractors if Customer (i) requests practitioners who are contracted with Maxim Physician Resources, LLC d/b/a Maxim Locum Tenens and Advanced Practitioners in accordance with Article IX hereof; or (ii) in the event Customer makes a request for an urgent volume of staff and the use of Contractors is necessary to meet the requirements under this Agreement. Maxim will ensure that any Contractor Personnel provided to Customer by a Contractor will comply with the Personnel Requirements set forth in Section 3.2 and timely perform Services under this Agreement.

**Section 7.3 Conflict of Interest.** By entering into this Agreement, the Parties agree that all conflicts of interest shall and have been disclosed to the other Party for review in accordance with that Party's policies and procedures. A conflict of interest occurs when a Customer employee or Personnel has professional or personal interests that compete with his/her/their ability to provide Services to or on behalf of Maxim or Customer. Such competing interests may make it difficult for the Customer employee or Personnel to fulfill his/her/their duties impartially.

## ARTICLE VIII. ASSIGNMENT SERVICES

**Section 8.1 Assignment Services.** As part of the Services outlined herein, Maxim provides Assignment Services for a specific term and length of the time, and agrees to assign Assignment Personnel to work such specified assignments agreed to and confirmed in writing by the Parties, as set forth in "Attachment C." To the extent Assignment Personnel are utilized for such length and time the terms of Article VIII apply as indicated.

**Section 8.2 Interviews.** Maxim will provide Customer with Assignment Personnel candidate(s) available to provide Assignment Services, as applicable, and will provide all pertinent information requested by Customer for an interview. Customer has the opportunity and reserves the right to conduct a telephone interview with any Assignment Personnel prior to Assignment Services commencing. Maxim assumes no liability if said Assignment Personnel fail(s) to meet Customer's requirements. Additionally, Customer will not be relieved of paying Maxim the established fees set forth in this Agreement for said Assignment Services.

**Section 8.3 Assignment Cancellation by Maxim.** Maxim reserves the right to cancel the term of Assignment Personnel with written notification to Customer. Maxim will endeavor to provide a qualified replacement for cancelled Assignment Personnel within fourteen (14) days from the date of notification.

**Section 8.4 Assignment Cancellation by Customer.** Customer agrees to utilize Assignment Personnel for the specified period of time outlined in the "Attachment C" Assignment Confirmation. Should Customer staffing needs change and Customer wishes to cancel Assignment Personnel already being utilized on contract, Customer must give Maxim fourteen (14) days' notice before cancellation date. If Customer does not provide required notice, Customer will be required to pay Maxim a fee equal to: the sum of seventy-two (72) hours of such Assignment Personnel's rate subtracted by any hours worked by Assignment Personnel after notice is given (calculated as Assignment Bill Rate x 72 Hours - Hours Worked after cancelation notice).

**Section 8.5 Assignment Confirmations**. Each Assignment Services request will be confirmed in writing with the applicable Base Rate or Assignment Personnel Rate to be charged for Assignment Personnel to work a specific assignment set forth in Assignment Confirmations as "Attachment C." Hourly rates include reimbursement for ordinary and necessary travel expense for meals incurred by Assignment Personnel, as accounted for on the invoice or periodic statement, where Customer is acknowledged to be subject to limitation on deduction under IRC § 274 and related regulations. As needed, Customer should request information beyond the accounting provided to comply with their obligation(s). If there is any conflict between this Agreement and any Assignment Confirmation(s) and/or Attachment(s), the terms of the Assignment Confirmation(s) will govern.

**Section 8.6 Assignment Confirmation Delivery.** Assignment Confirmations will be sent via electronic mail, or other means as agreed upon by the Customer and Maxim. In the event that Customer fails to respond to the Assignment Confirmation within forty-eight (48) hours, the Customer will be deemed to have accepted the terms in said Assignment Confirmation and Customer will assume responsibility for any applicable payment terms as outlined in the Assignment Confirmation. Should a dispute arise, the Assignment Confirmation shall supersede any and all prior oral and written understandings.

## ARTICLE IX. ADDITIONAL SERVICES

**Section 9.1 Locum Tenens Coverage.** Should Customer request Locum Tenens providers from Maxim, the Parties shall enter into a separate Agreement or Statement of Work for Locum Tenens coverage.

**Section 9.2 Assignment or Subcontracting.** Maxim can assign or subcontract this Agreement with written notice to Customer for the purpose of providing additional Contractors, Personnel for fulfilling the requirements of this Agreement, or to provide a workforce management solution by its subsidiary, Sunburst Workforce Advisors, LLC to Customer. Should Customer request utilization of a workforce solution, the Parties shall enter into a separate Service Agreement with Maxim's Subsidiary, Sunburst Workforce Advisors, LLC. The terms set forth in the separate Service Agreement will govern use of the workforce solution.

## ARTICLE X. INSURANCE

**Section 10.1 Maxim Insurance.** Maxim will maintain (at its sole expense), or require the Contractors it utilizes under this Agreement to maintain, valid policies of insurance evidencing general and professional liability coverage of not less than $1,000,000 per occurrence and $3,000,000 in the aggregate, covering temporary staffing Services provided by Personnel. Maxim will provide a certificate of insurance evidencing such coverage upon written request by Customer.

**Section 10.2 Customer Insurance.** Customer will maintain at its sole expense valid policies of general and professional liability insurance with minimum limits of $1,000,000 per occurrence and $3,000,000 annual aggregate. Customer will give Maxim prompt written notice of any material change in Customer coverage. Customer shall name Maxim as an additional insured on its general liability policy.

## ARTICLE XI. INDEMNIFICATION

**Section 11.1 Indemnification by Maxim.** Maxim agrees, at its own expense, to indemnify, defend, and hold harmless Customer and its parent, subsidiaries, Affiliates, directors, officers, employees, and agents against any and all third-party losses, liabilities, judgments, awards, and costs (including reasonable attorneys' fees and expenses) to the extent arising out of or relating to:

(a) bodily injury (including death) or any real or tangible property loss or damage as a direct result of Maxim's employees' negligent acts or omissions in the performance of Services under this Agreement; or

(b) any breach by Maxim of Section 3.2 or Section 3.3.

**Section 11.2 Indemnification by Customer** – Customer agrees, at its own expense, to indemnify, defend, and hold harmless Maxim and its parent, subsidiaries, affiliates, directors, officers, employees, and agents against any and all third-party losses, liabilities, judgments, awards, and costs (including reasonable attorneys' fees and expenses) to the extent arising out of or relating to:

(a) bodily injury (including death) or any real or tangible property loss or damage as a direct result of Customer's employees' negligent acts or omissions in the performance of Services under this Agreement; or

(b) any Transaction Taxes levied, assessed, or imposed by any taxing authority as a result of, or in connection with this Agreement, whatever the source and regardless of whether invoiced to or remitted by Customer.

**Section 11.3 Indemnification Procedures** – The Party seeking indemnification under this Article XI (the "**Indemnified Party**") shall notify the other Party (the "**Indemnifying Party**") promptly after the Indemnified Party receives notice of a claim for which indemnification is sought under this Agreement; provided, however, that no failure to so notify the Indemnifying Party shall relieve the Indemnifying Party of its obligations under this Agreement except to the extent that it can demonstrate damages directly attributable to such failure. To the extent permitted by law, the Indemnifying Party shall have authority to defend or settle the claim; provided, however, that the Indemnified Party, at its sole discretion and expense, shall have the right to participate in the defense and/or settlement of the claim, and provided further, that the Indemnifying Party shall not settle any such claim imposing any liability or other obligation on the Indemnified Party without the Indemnified Party's prior written consent.

## ARTICLE XII. LIMITATION OF LIABILITY

**Section 12.1 Limitation on Liability. IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY INDIRECT, INCIDENTAL, PUNITIVE, EXEMPLARY, RELIANCE OR SPECIAL OR CONSEQUENTIAL DAMAGES, INCLUDING DAMAGES FOR LOST PROFITS, LOSS OF USE, BUSINESS INTERRUPTION, OR LOSS OF DATA IN CONNECTION WITH OR ARISING OUT OF THIS AGREEMENT REGARDLESS OF THE FORM OF ACTION WHETHER IN CONTRACT, WARRANTY, STRICT LIABILITY OR TORT AND EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.**

**Section 12.2 Cap on Damages. THE TOTAL AGGREGATE LIABILITY OF EACH PARTY TO THE OTHER PARTY FOR DAMAGES UNDER THIS AGREEMENT OR OTHERWISE SHALL NOT EXCEED THE SUM OF ALL FEES PAID OR PAYABLE TO MAXIM BY CUSTOMER UNDER EITHER THE APPLICABLE STATEMENT OF WORK OR FOR SERVICES RENDERED DURING THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE MONTH IN WHICH SUCH LIABILITY AROSE, WHICHEVER IS LESS. MULTIPLE CLAIMS UNDER THIS AGREEMENT OR THIS AGREEMENT WILL NOT ENLARGE THIS LIMIT. THIS LIMITATION OF LIABILITY SHALL APPLY NOTWITHSTANDING ANY FAILURE OF ESSENTIAL PURPOSE OF ANY EXCLUSIVE REMEDY HEREIN.**

## ARTICLE XIII. DISPUTE RESOLUTION

**Section 13.1 Dispute Resolution.** Except as otherwise provided in this Agreement, any dispute between the Parties regarding the interpretation or enforcement of this Agreement or any of its terms shall be addressed by good faith negotiation between the Parties.

**Section 13.2 Dispute Resolution Process.** To initiate such negotiation, a Party must provide to the other Party written notice of the dispute that includes both a detailed description of the dispute or alleged nonperformance and the name of an individual who will serve as the initiating Party's representative in the negotiation. The other Party shall have ten (10) business days to designate its

own representative in the negotiation. The Parties' representatives shall meet at least once within forty-five (45) days after the date of the initiating Party's written notice in an attempt to reach a good faith resolution of the dispute. Upon agreement, the Parties' representatives may utilize other alternative dispute resolution procedures such as private mediation to assist in the negotiations.

**Section 13.3 Inability to Resolve.** If the Parties have been unable to resolve the dispute within forty-five (45) days of the date of the initiating Party's written notice, either Party may pursue any remedies available to it under this Agreement, at law, in equity, or otherwise, including, but not limited to, instituting an appropriate proceeding before a court of competent jurisdiction.

## ARTICLE XIV. CONFIDENTIALITY AND USAGE OF DATA

**Section 14.1 Confidentiality.**

**A.** Maxim/Customer Information. Subject to applicable intellectual property federal law(s), the Parties recognize and acknowledge that, by virtue of entering into this Agreement and providing Services hereunder, the Parties will have access to certain information of the other Party that is confidential and constitutes valuable, special, and unique property of the Party, and may be classified as trade secret or proprietary information. Each of the Parties agree that neither it nor its staff shall, at any time either during or subsequent to the term of this Agreement, disclose to others, use, copy, or permit to be copied, except pursuant to its duties for or on behalf of the other Party, any secret or confidential information of the Party, including, without limitation, information with respect to the Party's customers, cost structure, and/or business strategy or business methods at any time used, developed, or made by the Party during the term of this Agreement and that is not available to the public, without the other Party's prior written consent.

**B.** Disclosure of Maxim/ Customer Partnership. From time to time, Maxim lists or mentions its customers in its marketing, communication, and business initiatives barring any restrictions and obligations as set forth in Section 14.1(C) and/or Section 14.2 of this Agreement. Customer agrees that Maxim may disclose the partnership between Maxim and Customer, and use Customer's name for such marketing, communication, and business purposes and initiatives. The Parties will make all commercially reasonable efforts to facilitate and coordinate press announcements, press releases, and other joint-marketing efforts related to this Agreement and the Maxim/Customer partnership. If either Party reasonably objects to use or disclosure of said partnership in such initiative(s), the other Party may ask the Party that developed the marketing or promotional content to edit or adjust such materials, and such Party will not unreasonably disagree.

**C.** Student Information: In the event that Maxim receives student information, including student financial or medical information, Maxim shall not disclose any individual student records, including student financial or medical information for which Services are provided under this Agreement to any third-party, except where permitted or required by law or where such disclosure is expressly approved by Customer, Maxim, and if required, student in writing. Further, each Party and its employees shall comply with the other Party's policies and obligations. Maxim may maintain and use Student Education Records to perform the Services under this Agreement and may disclose de-identified data to third parties in performance of services under this Agreement. If Maxim is provided access to students' records, Maxim shall limit its personnel's access to the records to those persons for whom access is essential to the performance of the Services under this Agreement. Maxim shall, at all times and in all respects, comply with the terms of the Family Rights and Privacy Act of 1974, as amended. Maxim reserves the right to retain any Student Education Records for the length of time necessary to meet Maxim's contractual and legal commitments.

**D.** The obligations set forth in this Article XIV shall survive the termination of this Agreement.

**Section 14.2 Data Security.** Customer will be responsible for establishing and overseeing all access, maintenance, and transmission of Customer and Student data and information, including privacy and security measures required under Law, which may further be needed to maintain and protect the security of all computer systems, networks, and/or data related to the services under this Agreement. Customer will be responsible for providing all education and training to Personnel as it relates to Customer's privacy and security measures and processes, including, without limitation the Customer's processes and expectations for collecting, storing, securing, and transferring Customer or Student data and information accessed, collected, and maintained under this Agreement.

Customer acknowledges and understands and agrees that no Personally identifiable information ("PII") or Protected Health Information ("PHI") PHI will be relayed, transmitted, or otherwise provided to or stored by Maxim or Maxim Personnel, unless necessary to be provided in performance of Services under this Agreement. Customer further acknowledges that it will provide Maxim with deidentified data, whenever possible, including removal of direct identifiers. Customer shall indemnify and hold harmless Maxim, its directors, officers, shareholders, employees, and agents from and against any and all claims, losses, liabilities, costs and other expenses resulting from, or relating to, the negligent handling of PII or PHI, including the unauthorized use, access, or disclosure by Customer, its employees, agents, and subcontractors.

**Section 14.3 Aggregate Statistical Usage.** Customer acknowledges and agrees that Maxim will collect data related to the performance of the Services for the purposes of aggregation and the creation of a centralized benchmarking mechanism. Notwithstanding anything to the contrary in this Agreement, Customer acknowledges and agrees that Maxim shall have a perpetual right to collect, use, and disclose the data collected relating to the Services and derived from Customer's use of Maxim, Maxim Personnel, and Contractors affiliated with Maxim under this Agreement for the analysis, benchmarking, analytics, marketing, or other business purposes as long as all data collected is done in an anonymized aggregated manner, with Customer's data aggregated with data of other Maxim customers, so as to be non-specific to any individual Customer.

## ARTICLE XV. TERMINATION

**Section 15.1. Termination for Convenience.** Either Party may terminate this Agreement for any reason by providing at least thirty (30) days advance written notice of the termination date to the other Party.

**Section 15.2 Termination for Cause.** If payment default occurs, Maxim may terminate this Agreement upon seven (7) days advance written notice of the termination date to Customer.

**Section 15.3 Post Termination Obligations.** Termination will have no effect upon the rights and obligations resulting from any transactions occurring prior to the effective date of the termination.

## ARTICLE XVI. GENERAL TERMS

**Section 16.1 Non-discrimination.** Neither Maxim nor Customer will discriminate on the basis of race, color, religion, creed, national origin or ancestry, ethnicity, sex (including gender, pregnancy, sexual orientation, and gender identity), age, physical or mental disability, citizenship, past, current,

or prospective service in the uniformed Services, genetic information, or any other characteristic protected under applicable federal, state, or local law.

**Section 16.2 Compliance with Laws.** Maxim agrees that all Services provided pursuant to this Agreement shall be performed in compliance with all applicable federal, state, and/or local rules and regulations. In the event that applicable federal, state, or local laws and regulations or applicable accrediting body standards are modified, Maxim reserves the right to notify Customer in writing of any modifications to the Agreement in order to remain in compliance with such law, rule, or regulation.

**Section 16.3 Governing Law, Jurisdiction.** This Agreement will be governed by and construed in accordance with the laws of the State of Maryland, without regard to its principles of conflict of laws. Any dispute or claim from this Agreement shall be resolved exclusively in the federal and state courts of the State of Maryland and the parties hereby irrevocably submit to the personal jurisdiction of said courts and waive all defenses thereto.

**Section 16.4 Assignment of Agreement.** Customer may not assign this Agreement without the prior written consent of Maxim, and such consent will not be unreasonably withheld. Maxim may assign this Agreement without consent and/or notice for assignment to either: (i) an entity owned by or under common control with assignor, (ii) in connection with any acquisition of all of the assets or capital stock of Maxim, and/or (iii) a name change by Maxim.

**Section 16.5 Attorneys' Fees.** In the event either Party is required to obtain legal assistance (including in-house counsel) to enforce its rights under this Agreement, or to collect any monies due to such Party for Services provided, the prevailing Party shall be entitled to receive from the other Party, in addition to all other sums due, reasonable attorney's fees, court costs, and expenses, if any, incurred enforcing its rights and/or collecting its monies, including any fees and costs incurred on an appeal.

**Section 16.6 Notices.** Any notice or demand required under this Agreement will be in writing; will be personally served or sent by certified mail, return receipt requested, postage prepaid, or by a recognized overnight carrier which provides proof of receipt; and will be sent to the addresses below. Either Party may change the address to which notices are sent by sending written notice of such change of address to the other Party.

West Park Elementary School District
2695 Valentine,Fresno,
California 93706
ATTN: Darrell Yates

Maxim Healthcare Staffing Services, Inc.

7227 Lee DeForest Drive
Columbia, MD 21046
ATTN: Contracts Department

COPY TO:
Maxim Healthcare Staffing Services, Inc.
5201 California Ave., Bakersfield, CA,
93309, United States of America
ATTN: Natalie Jensen

**Section 16.7 Headings.** The headings of sections and subsections of this Agreement are solely for reference only and will neither affect nor control the meaning or interpretation of this Agreement.

**Section 16.8 Merger.** This Agreement constitutes the entire contract between Customer and Maxim regarding the Services to be provided hereunder. Any agreements, promises, negotiations, or representations not expressly set forth in this Agreement are of no force or effect. All terms of a later signed Agreement will supersede a prior signed Agreement. This Agreement may be executed in any number of counterparts, each of which will be deemed to be the original, but all of which shall constitute one and the same document.

**Section 16.9 Amendment.** No changes and/or amendments to this Agreement will be effective unless made in writing and signed by duly authorized representatives of both Parties except as provided in Section 3.1(a), Section 16.2, and Attachment(s).

**Section 16.10 Severability.** In the event that one or more provision(s) of this Agreement is deemed invalid, unlawful, and/or unenforceable, then only that provision will be omitted, and will not affect the validity or enforceability of any other provision; the remaining provisions will be deemed to continue in full force and effect.

Customer and Maxim have acknowledged their understanding of and agreement to the mutual promises written above by executing and delivering this Agreement as of the date set forth

| WEST PARK ELEMENTARY SCHOOL DISTRICT: | MAXIM HEALTHCARE STAFFING SERVICES, INC.: |
|---|---|
| Signature of Authorized Representative | Signature of Authorized Representative |
| Printed Name & Title | Printed Name & Title |
| Date | Date |

## ATTACHMENT "A"
### CUSTOMER REQUESTED PERSONNEL AND RATES – July 14th, 2023

**School Work Site.** This "Attachment A" shall apply to the following School Work Site(s):

| Work Site Name | Address | Work Site Contact |
|---|---|---|
| West Park Elementary School District | | |

**Base Rates**. Base Rates for the following positions shall apply. Where Base Rate on "Attachment C" is differing, "Attachment C" shall control.

| Positions | Rate $ (per hour) |
|---|---|
| BCBA | $100 - $120 |
| Behavior Tech | $50 |
| Special Education | $75 - 85 |
| LVN | $53 |
| Paraprofessional/Instructional Aide | $36 |
| PT/OT | $90 - 100 |
| PTA/OTA | $75 - 85 |
| Registered Nurse | $80 - 100 |
| Psychologist School | $85 - 110 |
| Sign Language Interpreter | $70 - $85 |
| Speech Language Pathologist | $95 - 125 |
| Speech Language Pathologist Assistant | $75 - 90 |
| CNA/EMT/MA | $37.00 |
| Social Worker Schools | $75 - 110 |

**Annual Rate Increase.** Effective on the Agreement renewal date and every year thereafter, base rates for all modalities listed above will be increased by three percent (3%) of Base Rate(s).

**Weekend.** Weekend rates will apply to shifts beginning at 11:00 p.m. on Friday and will apply through shifts ending at 7:00 a.m. on Monday.

**Orientation.** Base Rate(s) will be billed for all time spent in required Customer orientation.

**Overtime.** Overtime Rates are charged for all hours worked in excess of forty (40) per week or according to applicable state law. The overtime rate is a one and one-half times (1.5x) multiplier of the Base Rate for such hours, unless applicable state law requires a different multiplier.

**Holidays.** Holiday Rates will apply to shifts beginning at 11:00 p.m. the night before the holiday through 11:00 p.m. the night of the holiday. The Holiday rate is a one and one-half times (1.5x) multiplier of the Base Rate for the following holidays:

New Year's Day Labor Day

| | |
|---|---|
| Memorial Day | Thanksgiving Day |
| Independence Day | Christmas Day |

**Changes.** Pursuant to Section 3.1(c) of the Agreement, the Parties agree that Changes may be made to "Attachment A" by execution of subsequent "Attachment A" document(s).

**Attachment "B"**
**PRE-ASSIGNMENT SCREENING**

I. **School Health Services, Related Services, and Special Education Personnel Requirements**. Maxim will supply Customer with School Health Services, Related Services and Special Education Services Personnel requested in Attachment "A" who meet the following criteria, if the role involves the provision of health and mental health services. These roles include but are not limited to: RN Certified Nurse, RN School, BCBA, Behavior Tech, Occupational Therapist, Occupational Therapy Assistant, Physical Therapist, Physical Therapist Assistant, Psychologist. Customer agrees any additional screening that may be required not listed herein, may take place following Personnel's placement. Maxim will:

a. Conduct a criminal background screeningin accordance with applicable law;

b. Verify current license, registration, or certification, including CPR, for the Services to be provided, if applicable to role;

c. Skillsassessment checklist of competencies for the position and an exam, if applicable

d. Verify that a current diagnostic Tuberculosis (TB) test or screening is on file;

e. Verify relevant professional and specialty expertise as requested by Customer;

f. Receive employment verification;

g. Confirm Personnel are authorized to work;

h. Perform federal exclusion and abuse check(s) including but not limited to, List of Excluded Individuals/Entities (LEIE) and the Excluded Parties List System (EPLS) and the National Sex Offender Registry.

II. **Education Personnel Requirements**. Maxim will supply Customer with requested Related Services Personnel in Attachment "A" performing education services who meet the following criteria. These roles include but are not limited to the following: Special Education Teacher, Social Worker, School Counselor, Sign Language Interpreter, Admin Teacher Orientation and Mobility, Behavioral Classroom Aide (WA), Speech Language Pathologist. Customer agrees any additional screening that may be required not listed herein, may take place following Personnel's placement. Maxim will:

a. Conduct a criminal background screening in accordance with applicable law;

b. Receive employment verification;

c. Verify, license, certification or certification, if applicable to the role;

d. Verify relevant professional and specialty expertise as requested by Customer;

e. Confirm Personnel are authorized to work;

f. Perform federal exclusion checks including but not limited to, List of Excluded Individuals/Entities (LEIE), Excluded Parties List System (EPLS) and the National Sex Offender Registry.

III. **Customer Criminal Background Report.** In the event that Customer requires its own criminal background screening for Maxim Personnel, Customer shall provide Maxim with a copy of the results and/or report, or the "Clear" or "Not Clear" status. Customer agrees

that Personnel may begin assignment following completion of a successful Customer background screening.

**ATTACHMENT "C"**
**ASSIGNMENT CONFIRMATION**

Maxim and Customer hereby agree the following Personnel will be assigned to Customer's Work Site, listed below, under the terms and conditions outlined below and according to the Agreement signed between Customer and Maxim.

Customer and Maxim understand and agree that this assignment is contingent upon verification of Personnel's compliance with the Agreement and the pre-assignment screening requirements in "Attachment B" prior to the assigned start date. To the extent that the rates set forth herein differ from the rates in "Attachment A" the rates set forth herein shall govern for the length of the Assignment start and end dates, and with renewal of the Agreement.

| | |
|---|---|
| Customer Name: | |
| School Work Site Address: | |
| Confirmation Date: | |

Customer hereby agrees to sign/return this document **WITHIN 48 BUSINESS HOURS** of the date listed above and understands that failure to do so may result in the delay of the assignment start date, and/or additional charges as defined in the Agreement.

| | |
|---|---|
| Personnel Name, Discipline: | |
| Assigned Unit/Department: | |
| Float Requirement: | |

| | |
|---|---|
| Assignment Start Date: | |
| Assignment End Date: | |
| Guaranteed Weekly Hours/Schedule: | |
| Approved Time-Off: | |

| | |
|---|---|
| Base Bill Rate: | |
| Overtime and Holiday Rates: | |
| On Call/Call Back Rates: | |
| Approved Orientation Rate/Hrs.: | |
| Special Provisions: | |

Authorized signature below indicates agreement to utilize Maxim Personnel under of ALL of the conditions specified above. The Staffing Services Agreement between Customer and Maxim shall govern any/all additional provisions that affect this assignment and/or the business relationship between the parties.

_____
Authorized Customer Representative Signature

_____
Printed Name & Title

_____
Date

Please email a signed copy of this confirmation back to E-MAIL ADDRESS. Thank you.

Pupil Services Department

**ITEM:** Parent Training

**PRESENTER:** Dr. Clark, Superintendent of West Park Elementary School District

**Date:** June 28th, 2023

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Seeking board approval to contract with Fresno County Superintendent of Schools for Parent Trainings for the 2023-2024 school year.

# Parent Training

## OVERVIEW

In establishing a support system which targets students, parents/guardians and the overall community, West Park District aims to provide quality support service and an opportunity for parent engagement through educational training. The overall purpose of this program is to give our families the tools that they will need to further support their child's education. Parent involvement is a commitment that instills healthy habits of learning and collaboration. When parents are involved in their child's education, students are able to reach their full potential and are more likely to achieve academic success.

These services will be provided by the Fresno County Superintendent of Schools, Department of Parent Services Center. The FCSS will provide all training materials needed for each session, and will provide the individual who will be conducting the training. Training material can be provided in both English and Spanish language, and training sessions are also available in both English and Spanish language. The school would only need to supply a set location to conduct the parent training, all other training materials will be provided by the FCSS Parent Services Center.

## GOALS

1. *Raise parent engagement and build strong relationships/partnerships with parents/guardians and community members.*
2. *Empower parents/guardians to reach their full potential through support and education to help them become advocates for their children.*
3. *Provide opportunities to gather information to foster continuous education at home.*

## SPECIFICATIONS

Below is a list of parent training that would support our continued partnership with parents These training sessions will give parents the tools they need to support learning at home and academic success.

1. Truancy and Attendance
    a. This training covers the relationship between regular school attendance and academic success by exploring the causes of truancy, consequences for parents, and also provides methods to help parents address this issue.
2. Family Academic Competency Training Series
    a. This 9 Week Training covers academic related contents such as math facts, sight words, and how to help a child with reading at different grade levels. This training also dives into other academic topics.
3. Computer Literacy Skills
    a. This session introduces parents to the internet and all web based applications. Through this training parents will acquire basic computer skills, using programs such as Microsoft Word, Internet Explorer, and Google Chrome.
4. Bullying Awareness
    a. This training covers the various forms of bullying, its effects on those who are bullied and those who bully. Parents will learn to recognize the signs that their child might be a victim of a bully and are given tips on how to prevent bullying.
5. Cyberbullying
    a. This training provides the latest statistics on cyberbullying issues and how they have negative impacts on teens. Parents will leave learning different ways to help prevent their children from becoming victims of cyberbullying.
6. Internet Safety
    a. This training will allow parents to learn how the internet can be a valuable resource in their child's education by exploring both values and potential dangers of the internet. Parents will learn how to monitor their child's online activity and how to establish rules to keep their children safe as they browse the internet.

## Budget

In total there are six (6) parent training topics, each varying the number of sessions it will take to complete that section. All sessions will run for two (2) hours.

Below is a detailed breakdown for each parent training session.

| Training Topic | Target Audience | No. of Sessions | Duration of Sessions | Training Fee |
|---|---|---|---|---|
| Truancy and Attendance | Elementary / Middle / High School | 1 | 2 hours | $800 |
| Family Academic Competency Training Series | Elementary / Middle / High School | 9 | 2 hours | $5,400 ($600/session) |
| Computer Literacy Skills | Elementary / Middle / High School | 6 | 2 hours | $4,800 ($800/session) |
| Bullying Awareness | Elementary / Middle / High School | 1 | 2 hours | $800 |
| Cyberbullying | Elementary / Middle / High School | 1 | 2 hours | $800 |
| Internet Safety | Elementary / Middle / High School | 1 | 2 hours | $800 |
| **Total** | **All grade levels** | **19 sessions** | **38 hours** | **$13,400** |

## Summary

In total there would be 19 sessions throughout the school year. Totaling 38 learning hours for our parents/guardians. The total cost for these programs will be $13,400. When families are engaged in their students' education, students have the home support they need to succeed.

**ITEM:** AmeriCorps Site Agreement

**PRESENTER:** Jordan Soliz, Director of Business Services

**DATE:** 06.28.23 Special Board Meeting

**BOARD DECISION:** Request for Approval

Americorps is a tutoring service we've utilized since 2020 to provide our students with quality reading and math assistance. AmeriCorps tutors are trained to provide targeted reading skill practice, common areas include phonics and fluency. Tutors will deliver daily intervention sessions with our students Kinder through Third grade. Our Principal of West Park will be tasked with the role of Internal Coach, their responsibility will be regular tutor observations and review of student data to facilitate data-based decision making. The internal coach will act as a liaison between school staff, tutors, families and program. We recommend this service to further our goal of helping students exceed academic proficiency.

Cost of Service is $21,750

Breakdown:

3 Tutors - $7,250 per each

# Site Agreement

The purpose of this agreement is to establish the basic parameters of the Service Site's participation in AmeriCorps with Reading & Math, Inc. DBA Ampact for the 2023-2024 program year. Reading & Math, Inc. administers AmeriCorps programs that provide AmeriCorps members as a resource. This Agreement is valid through July 31, 2024.

A. **AmeriCorps programs:** Reading Corps, Math Corps, Early Learning Corps, Recovery Corps, Climate Impact Corps, Heading Home Corps, Public Health Corps, Language Corps, Resettlement Corps, Summer Impact Corps, and any other AmeriCorps program administered by Reading & Math, Inc. are AmeriCorps programs. AmeriCorps is a national service program that engages people in a commitment to service in meeting needs in their local communities.

B. **Parties to this agreement:**

West Park Elementary School District, 2695 South Valentine Ave, Fresno, California 93706, hereafter referred to collectively as "Service Site"

Reading & Math, Inc. DBA Ampact, 1200 S Washington Ave, Ste 310, Minneapolis MN 55415, hereafter referred to collectively as "Program"

C. **Definitions:**

1. AmeriCorps Member. Individual who makes a commitment to serve for one term through the Program in a specific Program position, as listed in addendum. AmeriCorps members are not employees or volunteers; they are completing service and should be referred to as a "member".

2. Service Site. This is the partner organization that hosts an AmeriCorps member to perform their service activities as outlined in their position description.

3. Internal Coach and/or Site Supervisor. Designee of the partnering Service Site who provides regular on-site supervision to ensure Program objectives are met and AmeriCorps regulations are upheld.

4. Program Staff. Any employee of Program who provides oversight and management for the Program including member recruitment and management, site relationship management, coaching, expertise or specialized knowledge related to program content, and compliance with AmeriCorps regulations.

5. AmeriCorps. Federal agency that administers and directs funding for all AmeriCorps programs. Hereafter referred to as "AmeriCorps". AmeriCorps the agency was formerly known as the Corporation for National and Community Service, and may be referred to

as "CNCS" or "the Corporation" in select federal policies

D. **Early termination:** Any party to the Agreement can cancel the Agreement in writing at any time. At Program's discretion, the Service Site's failure to comply with the terms and conditions of this Agreement may result in forfeiting of the Service Site's awarded members for the current program year and immediate termination of this Agreement.

# TERMS AND CONDITIONS OF AGREEMENT

1) **Commitment to the Program Objectives and Model:** The Service Site and Program agree to commit to Program objectives and Program model, as articulated in the addendum(s).

2) **AmeriCorps Service Environment**

   a) **Service site location:** Service Sites must have a physical site location in the geographic community where service is to occur with regular on-site supervision. "Remote service" and "virtual service sites" are not permitted by Program and AmeriCorps policy. "Virtual service sites" refer to organizations that do not have a physical location. "Remote service" is defined as an arrangement in which an AmeriCorps member does not reside within the commuting area of the geographic community where the service is to occur and is not expected to be physically present at the Service Site.

   b) **Safe service environment:** The Service Site agrees to provide the AmeriCorps member with a safe service environment. The Service Site will ensure members are provided with health and safety materials comparable to that provided to Service Site staff and volunteers. The Service Site will provide training to members on site-specific safety policies and protocols.

   c) **Inclusive Service Site environment:** The Program values the diversity of its Program Staff, members, Service Sites, and program participants. The Program expects Program Staff, members, and Service Sites to contribute to a service environment that is inclusive, respectful, and supportive of diversity. Any decisions or actions made by the Service Site or Program or its partner organizations that are not consistent with these expectations will be seen as a breach of this Site Agreement and any further relationship between the Program and the Service Site could be terminated.

      Service Site will provide the AmeriCorps member with a welcoming and inclusive service environment. The Service Site will treat members as part of the staff team, including inviting them to participate in staff activities or workshops, including in staff communication (e.g., adding to a staff email list), listing in staff directory, providing a name badge if needed, etc. Service Site staff will introduce member at a staff meeting or similar setting.

   d) **Service Site staff engagement:** Service Site will educate its staff about the purpose of the member position and Program, with support from Program Staff as needed. Leadership at the Service Site should be strong advocates for Program to garner staff support and buy-in.

   e) **AmeriCorps signage:** Service Site will post an AmeriCorps sign provided by Program in a visible location, such as a front office, lobby, or other area frequented by visitors or the public, to identify the organization as an AmeriCorps service site.

   f) **Prohibited Activities:** Service Site will post the full list of Prohibited Activities provided by Program in the member's workspace.

   g) **Non-displacement:** Service Site will ensure an AmeriCorps member is not used to displace an employee or paid position (see "Federal Policies" section of this agreement). Examples of inappropriate service may include but are not limited to substituting or filling in for paid staff,

inclusion in a staff to student/participant ratio, and administrative work not related to the Program.

h) **Accessibility:** Service Site must be accessible to people with disabilities.

i) **Reasonable accommodations:** In accordance with the Americans with Disabilities Act, any member with a disability known to Program may request a reasonable accommodation to enable performance of the essential functions of the AmeriCorps position. When this occurs, Program makes individualized decisions based on cooperative communications with the member and the Service Site. The Service Site shall work cooperatively with Program to facilitate this process as needed.

j) **Computer/device access and liability:** Ensuring compliance at all times with the terms and conditions of Paragraph 5 (Data Management and Privacy) below, the Service Site shall provide members with access to a computer or other electronic device as follows:

   i) Members must have access to a computer or equivalent device beginning on their first day of service with a suite of office tools (Microsoft, Google, etc.), web camera, and Internet for Program-related purposes (i.e., completing training, completing time sheets, entering participant data in an online database, checking Program email, etc.).
   ii) The device used by the member must have a modern web browser (Chrome, Firefox, Safari, or Microsoft Edge) installed in either the browser's current or next most recent version and should operate at a speed at least on par with computers used by Service Site staff. Any firewall software in use must permit unhindered and unrestricted access to all websites necessary for completing required Program-related tasks and reviewing online Program support and training materials.
   iii) Service Sites are encouraged to issue an email address to the member. This is required if common email providers are blocked at the Service Site.
   iv) Portable devices
      (1) Any portable device issued to a member by the Service Site shall be solely on the basis of a written technology agreement defining the terms of use, including at least: whether and when the device can be transported out of the Service Site, procedures to be followed in the event of loss of the device, and any specific data protection requirements.
      (2) By execution of this agreement, the Service Site agrees to cleanse the device of confidential data as defined in Paragraph 5) below. At the request of Program, the Service Site will provide written assurance that the device has been cleansed of confidential data as defined in Paragraph 5) below.
      (3) During and following the term of service, the Service Site shall bear the full risk of loss of any such device or its data.

k) **Workspace:** Service Site will provide members with a workspace necessary to complete all required service activities. In programs where members are providing direct services to participants and/or students, the Service Site will provide a reasonable and quiet workspace to work with individuals, including access to a locked drawer to store confidential participant data.

l) **Materials, Supplies, and Equipment:** The Program will provide any instructional resources and manuals required by AmeriCorps members to understand and implement the Program model. The Service Site will provide any materials, supplies, and/or equipment used by the

member in carrying out service activities at or on behalf of the Service Site, including but not limited to photocopies, office supplies, and specialized equipment.

m) **Drug-Free Workplace Act:** Pursuant to the Drug-Free Workplace Act of 1988, the Program is committed to maintaining a drug and alcohol-free environment. Members are prohibited from the illegal use, manufacture, sale, dispensation, distribution, or possession of illegal drugs, controlled substances, narcotics, or alcoholic beverages on Program premises, Service Sites, or while traveling in an official capacity. Service is conditioned upon compliance with this policy. The Program requires that each member engaged in the performance of a federal grant shall, as a condition of service under the grant, abide by the terms of this policy and shall notify Program Staff in writing of any criminal drug charge, arrest, or conviction occurring during service no later than five (5) days after such charge, arrest, or conviction. Upon receiving notice or otherwise learning about the charge, arrest, or conviction the Program will notify appropriate Federal-contracting agency within ten (10) days. Within 30 days of receiving such notice, the Program will (1) take disciplinary action up to and including exit for cause consistent with AmeriCorps rules regarding termination and suspension of service, or (2) require the member to satisfactorily participate in an approved drug treatment program. The Program shall make a good faith effort to continue to maintain a drug-free workplace through implementation of this policy. [Reference: 41 U.S.C. § 701 et seq.]

3) **Member Recruitment and Hiring**

a) **Recruitment:** The Service Site will work in collaboration with Program Staff to recruit and fill its positions by the deadlines set by the Program. The Service Site will utilize recruitment materials provided by the Program. Individuals should be directed to apply on the Program's website.

b) **Interview and Selection:** Program Staff will screen all applications, conduct interviews, and manage offers for all candidates. Program Staff have the responsibility and authority to extend an offer for a position to an applicant.

Program Staff make the final decision regarding the selection of members. The Program will not discriminate for or against any AmeriCorps service member or applicant on the basis of race, color, national origin, gender, age, religion, sexual orientation, disability, gender identity or expression, political affiliation, marital or parental status, familial status, military service, or any other category protected by law.

c) **Background checks:** Member service is contingent upon successful completion of a three-part federally mandated background check (FBI, state repository, and sex offender registry checks). The Program will conduct and pay for a thorough background check on each applicant prior to their official acceptance into the Program. The Program will notify Service Sites if the applicant did not clear the background check according to the Program and AmeriCorps policy. Actual results of the background check will not be shared with Service Sites without written permission from the applicant. Background check results will not be shared with the Service Site where prohibited by law.

Service Sites must indicate in this Agreement if it intends to conduct its own additional background check. The Service Site assumes all responsibility for costs associated with

additional background checks. A member may not be asked to pay for the cost of a background check. More information about required background checks can be found at ampact.us/background.

d) **Transferring members:** The Program reserves the right to transfer members from one Service Site to another Service Site in circumstances in which Program requirements are not being fulfilled. Other situations may arise which will require the Program to transfer a member on a case-by-case basis.

e) **Member Employment:** Service Site may not hire/employ its member (or a member currently serving at another Service Site) during the member's term of service. Members may not participate in paid employment at their Service Site while simultaneously enrolled as an AmeriCorps member (excluding positions in a Professional Corps grant). The Service Site is to make every reasonable effort to support a member in the successful completion of their Program's term of service. In the event the Service Site violates this policy, the Program reserves the right to recover all costs associated with the recruitment, selection, placement, and training of the AmeriCorps member.

**4) Member Management and Supervision**

a) **Internal Coach and/or Site Supervisor:** The Service Site must designate a person(s) to be the Internal Coach and/or Site Supervisor, who will provide regular, on-site support and supervision to the AmeriCorps member(s). If this person is not designated prior to the member starting, the site Administrator/Director of the Service Site assumes responsibility for this role until an Internal Coach/Site Supervisor is named. The Internal Coach/Site Supervisor cannot be an AmeriCorps member.

The Service Site must allow sufficient time for Internal Coach/Site Supervisors to fulfill their Program responsibilities, including completing required Program training and attending scheduled meetings. The time commitment is approximately 6-9 hours per month to support each member, plus required training.

If the designated Internal Coach/Site Supervisor is not able to complete the Program year (e.g., they take a leave of absence from their position at the site), the Service Site is required to designate someone to be the Internal Coach/Site Supervisor for the remainder of the Program year.

The duties of the Internal Coach and/or Site Supervisor include:

i) **On-site orientation:** Provide an on-site orientation for the AmeriCorps member. This will include a tour of the building(s), explanation of site policies (including dress code, safety procedures, and data confidentiality), site expectations for the member, etc. This orientation should include setting a schedule for regular check-in meetings with each member.

ii) **Member Safety:** In the event of a disaster or emergency that requires the closure of the Service Site (i.e. public health emergency, bomb threat, fire, severe weather, burst water pipe, teacher strike, etc.), the Internal Coach/Site Supervisor is responsible for notifying

Program Staff immediately so that Program can enact an alternative service plan for the member.

iii) **Member time sheet approval:** Establish a sign-in and sign-out procedure on-site to verify hours served by the member. Review and approve member time sheets every two weeks by the deadline. If a member's time sheet is not approved by the deadline for the pay period, the member's living allowance may be delayed until the following pay period and the time sheet is approved.

iv) **Set member schedule:** Develop a schedule with the member that includes:
   (1) The ability to serve a minimum weekly number of hours that aligns with the member's commitment as stated in their Member Service Agreement. See the Program-specific addendum for details.
   (2) A full caseload of participants as defined by Program, where applicable.
   (3) Adequate time for data entry and regular meetings with the Internal Coach/Site Supervisor.
   (4) Time to attend all required training and/or events.

v) **Data checks:** Review data collected by members on a regular basis to ensure accuracy and complete reporting of services provided. Internal Coaches/Site Supervisors can determine the most convenient method for themselves to monitor data collection.

vi) **Performance management:** Set clear expectations for the member at the start of their term, provide ongoing feedback on their performance, and immediately communicate any performance concerns to Program Staff.

   Work closely with Program Staff and Service Site Administrators/Directors (if applicable) if disciplinary action is needed. Members are expected to adhere to site policies regarding issues such as confidentiality, safety, dress code, attendance, etc. The Service Site does not have the authority to terminate a member but can request that Program Staff enact the Program performance management procedure. The Internal Coach/Site Supervisor is responsible for providing documentation required for the member's personnel file as part of the performance management procedure.

vii) **Training completion:** Complete required training as scheduled by Program.

viii) **Program site visits:** Participate in visits and meetings with the Program.

b) **Member training:** The Program provides members with training on the basic knowledge and skills necessary to complete the essential functions of their service position. Program Staff will coordinate the Program-specific training required for members and Internal Coaches/Site Supervisors. The Service Site will include members in relevant on-site training and/or staff meetings; any expenses related to this training are paid for by the Service Site.

c) **Meetings and site visits:** Program Staff will conduct meetings and/or site visits, as needed, during the year with members and contacts of the Service Site.

d) **Monitoring Program requirements:** Program Staff will track and monitor each member's progress in completing Program requirements and provide timely updates to the Internal

Coach/Site Supervisor to ensure members will complete all Program requirements, including required service hours, by the end of their term of service.

e) **Member personnel file:** The Program is responsible for completing and maintaining a personnel file for each member, which includes all required documents (member eligibility documentation, time sheets, disciplinary action, performance evaluations, etc.).

f) **Member benefits:** The Program is responsible for administering and overseeing the member benefits (as applicable), including living allowance, education award, health insurance, federal student loan forbearance, child care reimbursement, and any additional benefits for which the member qualifies.

g) **Injury, Worker's Compensation, and Accidental Death & Dismemberment:** The Program will cover AmeriCorps members under a Worker's Compensation or Accidental Death & Dismemberment policy as required by state law. Members who sustain service-related injuries or illnesses must inform Program Staff within 24 hours and complete all requested documentation. All injuries, no matter how minor, must be reported by the member immediately to determine benefit eligibility in a timely manner.

h) **Conflict resolution:** Program Staff work together with Service Site staff, including the Internal Coach/Site Supervisor, in resolving any member issues or conflicts with the program.

5) **Data Management and Privacy**

a) **Data management systems:** The Program will provide a secure, online data management system for tracking service activities.

b) **Participant Data:** In programs providing direct services to participants, the Service Site will support members in collecting data for participants who receive services from the Program, as detailed in the Program-specific addendum. When participant data is collected, this data is maintained online in a secure, data-privacy-compliant system. Service Sites are responsible for completing data management system training and monitoring their members' reports to ensure data is submitted regularly and accurately.

c) **Data Privacy:** The Program is required by law to protect the confidentiality of Personally Identifiable Information ("PII") that is collected or made available due to the nature of the Program. This information includes, but is not limited to, the PII of AmeriCorps members, Service Site staff, or Program participants.

PII is defined as any information, physical or electronic, about an individual that can be used to distinguish or trace a person's identity, including but not limited to name, social security number, date and place of birth, mother's maiden name, education, financial transactions, medical, criminal and employment history, biometric records, and any other personal information that is linked or linkable to an individual.

Protecting PII includes establishing procedures to prepare for and respond to a breach of confidentiality.

"Breach" is defined as: loss of control, compromise, unauthorized disclosure, unauthorized acquisition, unauthorized access, or any similar situation where persons other than authorized users and for other than authorized purpose have access or potential access to PII.

The Program protects the confidentiality of PII by:

- Designating a PII Security Coordinator;
- Identifying the types of PII that we collect, the places where it is stored, and the service providers with whom it is shared;
- Documenting policies and procedures in place to protect PII, regardless of where it is stored;
- Identifying and documenting realistic risks to the security, confidentiality, and integrity of PII; and,
- Following those procedures in the event of a breach.

Program Staff must be notified immediately if any representative of the Service Site suspects a breach of confidentiality related to the execution of the activities outlined in this agreement.

6) **Grievance Procedure:** The Service Site will inform the Program, in writing, of any instance in which the Service Site wishes to initiate the grievance procedure that is maintained by the Program. The specific grievance must be cited to initiate the process. Concerns should be reported as early as possible. Formal grievances must be presented in writing within one year of the date of the disputed events. In the case of a grievance that alleges fraud or criminal activity, it must immediately be brought to the attention of the AmeriCorps Inspector General at https://www.americorpsoig.gov/ or by calling 1-800-452-8210.

7) **In-Kind Contribution Reporting:** The Program may be required to collect information from the Service Site about non-monetary (in-kind) contributions to the Program to fulfill federal funder obligations. In-kind contributions are required to eliminate or reduce Service Site fees for participation in the program.

   The site's in-kind contribution is required for the Program to operate and includes, but is not limited to, the monetary value of the space, supplies, and staff involved in operating the program.

   When necessary, the Service Site will complete an in-kind contribution report for space and supply contributions once each program year. Space and supply contributions may include, but are not limited to, workspace, office furniture, phone/Internet, computer, tablet, or other devices, office supplies, or any other supplies or equipment regularly used by the member to conduct their service.

   When necessary, the in-kind contribution of staff time will be collected regularly for Internal Coaches/Site Supervisors or other staff who dedicate time to the Program. The value of the contribution will be calculated by the number of hours staff dedicate to the Program multiplied by the staff member's hourly wage based on salary and/or benefits provided by the Service Site.

## FEDERAL POLICY: PROHIBITED ACTIVITIES FOR AMERICORPS MEMBERS

AmeriCorps members may not engage in the below activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed below per 45 CFR 2520.65.

A. While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or the Corporation, staff and members may not engage in the following activities:

1. Attempting to influence legislation;
2. Organizing or engaging in protests, petitions, boycotts, or strikes;
3. Assisting, promoting, or deterring union organizing;
4. Impairing existing contracts for services or collective bargaining agreements;
5. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
6. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
7. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
8. Providing a direct benefit to:
    i. A business organized for profit;
    ii. A labor union;
    iii. A partisan political organization;
    iv. A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 except that nothing in this section shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative;
    v. An organization engaged in the religious activities described in paragraph (7) of this section, unless Corporation funds are not used to support the religious activities; and
9. Conducting a voter registration drive or using Corporation funds to conduct a voter registration drive;
10. Providing abortion services or referrals for receipt of such services;
11. Such other activities as the Corporation may prohibit.

In addition to the above activities, the below activities are additionally prohibited:

Census Activities. AmeriCorps members and volunteers associated with AmeriCorps grants may not engage in census activities during service hours. Being a census taker during service hours is categorically prohibited.

Election and Polling Activities. AmeriCorps member may not provide services for election or polling locations or in support of such activities. AmeriCorps members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary

purpose of engaging in one of the activities listed above.

B. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-Corporation funds. Individuals should not wear the AmeriCorps logo while doing so.

# FEDERAL POLICIES: SUPPLANTATION, NON-DUPLICATION AND NON-DISPLACEMENT POLICY

These policies outline restrictions that govern the use of Corporation for National and Community Service (CNCS) assistance.

A. **Supplantation**:
Corporation assistance may not be used to replace State and local public funds that had been used to support programs of the type eligible to receive Corporation support. For any given program, this condition will be satisfied if the aggregate non-Federal public expenditure for that Program in the fiscal year that support is to be provided is not less than the previous fiscal year. [45 CFR 2540.100 (a)]

B. **Non-Duplication:**
Corporation assistance may not be used to duplicate an activity that is already available in the locality of a Program. And, unless the requirements of the 'Non-displacement' paragraph of this section are met, Corporation assistance will not be provided to a private nonprofit entity to conduct activities that are the same or substantially equivalent to activities provided by a State or local government agency in which such entity resides. [45 CFR 2540.100 (e)]

C. **Non-Displacement:**
1. An employer may not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in a program receiving Corporation assistance.
2. An organization may not displace a volunteer by using a participant in a program receiving Corporation assistance.
3. A service opportunity will not be created under this chapter that will infringe in any manner on the promotional opportunity of an employed individual.
4. A participant in a program receiving Corporation assistance may not perform any services or duties, or engage in activities, that would otherwise be performed by an employee as part of the assigned duties of such employee.
5. A participant in any program receiving assistance under this chapter may not perform any services or duties, or engage in activities, that-
    I. Will supplant the hiring of employed workers; or
    II. Are services, duties, or activities with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures.
6. A participant in any program receiving assistance under this chapter may not perform services or duties that have been performed by or were assigned to any-
    I. Presently employed worker;
    II. Employee who recently resigned or was discharged;
    III. Employee who is subject to a reduction in force or who has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures;
7. Employee who is on leave (terminal, temporary, vacation, emergency, or sick); or
8. Employee who is on strike or being locked out.

[45 CFR 2540.100 (f)]

## FEDERAL POLICY: NON-DISCRIMINATION POLICY

Program does not discriminate in Program admission on the basis of race, color, national origin, gender, age, religion, sexual orientation, disability, gender identity or expression, political affiliation, marital or parental status, familial status, military service, or any other category protected by law.

Member selection is based solely on an applicant's ability to perform the essential functions of the position in the opinion of Program.

It is unlawful to retaliate against any person who, or organization that, files a complaint about such discrimination. In addition to filing a complaint with local and state agencies that are responsible for resolving discrimination complaints, you may bring a complaint to the attention of the Corporation. If you believe that you or others have been discriminated against, or if you want more information, contact:

**Reading & Math, Inc. DBA Ampact**
1200 S. Washington Ave, Ste 310, Minneapolis, MN 55415
humanresources@ampact.us or (612) 206-3030

**Equal Opportunity Program (EOP)**
AmeriCorps
1201 New York Ave NW, Washington, DC 20525
Voice: (202) 606-7503; TTY: (202) 565-2799; Email: eo@cns.gov

Program makes every effort to ensure that service sites have similar non-discrimination policies. Members with questions or concerns about any type of discrimination in their placement workplace are encouraged to bring these issues to the attention of their Internal Coach/Site Supervisor, site contact, and/or Program Staff. If Service Site is found to be engaging in such activities, removal of the current member(s) and denial of future members at that agency may result.

Discrimination on the part of AmeriCorps members will also not be tolerated. Anyone found to be engaging in any type of unlawful or harassing discrimination will be subject to disciplinary action, up to and including dismissal from the Program. The Program will not tolerate harassment of any kind.

Harassment includes threatening or insinuating that the refusal to submit to sexual advances will adversely affect admission or Program benefits. Harassment may also include conduct such as unwanted sexual flirtation or touches; abusive or degrading language; graphic or suggestive comments; or displaying inappropriate objects or pictures.

Any member who believes that they have been subject to harassment of any kind, or who has knowledge about harassment of others, should report the harassment to an immediate supervisor, superior, and/or Program Staff.

**Note to Service Sites:** In any case of discrimination related to an AmeriCorps member, the Service Site must contact Program Staff before taking action.

Full text of the AmeriCorps Civil Rights and Non-Harassment Policy can be found in the AmeriCorps Program Manual provided to AmeriCorps members and Internal Coaches/Site Supervisors at the beginning of each program year.

## CERTIFICATION

This Site Agreement and attached Program-specific addendum(s) serve as an agreement between the Service Site and the Program for the stated program year. The terms of this agreement will end on July 31, 2024. Amendments to this agreement shall be done in writing.

The Parties will mutually agree to specific Programs to be provided by Reading & Math, Inc. DBA Ampact and attach them to this Agreement in the Addendum(s).

**Member Award**

West Park Elementary – 2 Reading Tutors; 1 Math Tutor

An award refers to the number and type of AmeriCorps member(s) that have been approved for placement at the Service Site. The fulfillment of this award is contingent upon successful recruitment of AmeriCorps member(s) and is not a guarantee of AmeriCorps member placement. This award may be changed by request of the Service Site or Program or through the enforcement of the terms of this agreement. Changes will be communicated in writing.

**Signature**

Service Site staff must complete the electronic version of this Site Agreement and Program-specific addendum(s) in their entirety to certify the Service Site has read and understands the agreement prior to a member being placed at the Service Site.

By signing this agreement, Service Site staff and Program Staff acknowledge that they have read, understand, and agree to all terms and conditions of this agreement and have the authority to enter this agreement on behalf of the Service Site and Program.

| **Service Site Staff** | **Reading & Math, Inc. DBA Ampact Staff** |
|---|---|
| Name | Name |
| Title | Title |
| Signature | Signature |
| Date | Date |




The purpose of this addendum is to establish the basic parameters of the Service Site's participation in AmeriCorps with Reading & Math, Inc. DBA Ampact for the 2023-24 program year in the state of California. Ampact administers the Reading Corps, Math Corps, and Early Learning Corps programs in the state of California. More information can be found at: https://readingandmath.org/locations/california/.

**Parties to this agreement:**

West Park Elementary School District, 2695 South Valentine Ave, Fresno, California 93706, hereafter referred to collectively as "Service Site"

Reading & Math, Inc. DBA Ampact, 1200 S Washington Ave, Ste 310, Minneapolis MN 55415, hereafter referred to collectively as "Program"

## A. Background Checks

1. The background check conducted on AmeriCorps members meets the requirements outlined in California Education Code Section 45125.1. This background check is called the National Service Criminal History Check and must be done through approved AmeriCorps repositories. This check includes:
    i. A fingerprint-based state and FBI check through the California Department of Justice (CA DOJ).
    ii. A National Sex Offender Predatory Website (NSOPW) check through TrueScreen
    iii. A State of Residence Check (if different) through TrueScreen
2. An individual that passes the National Service Criminal History Check standards has no serious or violent felonies or crimes against children. When an AmeriCorps member clears the National Service Criminal History Check, a Service Site administrator is notified via email.
3. Program policy requires that AmeriCorps members disclose any arrest, charge, and/or conviction that occurs during their term of service. This policy is reflected in the Member Service Agreement signed by all AmeriCorps members.
4. If the Service Site requires additional background checks be conducted, the Service Site is responsible for communicating the additional requirements to the Program at least 60 days prior to the service start date and for covering the cost of any additional screening requirements.

**B. Tuberculosis Screening Requirements**

1. In compliance with California Education Code sections 49406 and 87408.6, the Program requires that all members submit to a tuberculosis risk assessment within 60 days of their service start date. The Program will collect and keep on record the *Certificate of Completion for Tuberculosis Risk Assessment and/or Examination* which ensures that the member does not have risk factors, or, if risk factors were identified, has been examined and determined to be free of tuberculosis by a healthcare professional.
2. If the Service Site requires additional tuberculosis screening, the Service Site is responsible for communicating that to the Program at least 60 days prior to the service start date and for covering the cost of any additional requirements.

**C. Site Fees:** The Service Site agrees to pay the site fee for the program. Site fees help to cover a portion of the program's cost for member related expenses. **The Service Site has been awarded 3 Tutors and will be invoiced up to and not exceeding $21,750 for these services.**

1. **Amount:**
   - **i.** The site fee will be $725 per month for each member placed.
   - **ii.** The maximum amount of time for an AmeriCorps member to serve is 10 months, for a maximum total site fee of $7,250 per member.
   - **iii.** The amount of the site fee is calculated based on the member(s) who are hired, serve for at least 30 days at the service site, and continue service for each month after that. If the member begins service but exits within the first 30 days, a site fee will not be charged.
2. **Invoice & Payment:**
   - **i.** Invoices will be issued quarterly after calculating the months served for each AmeriCorps member.
   - **ii.** All payments are due within 30 days of receiving an invoice.
3. **Adjustments:**
   - **i.** Any adjustments to the site fee amount and/or payment schedule will be agreed upon in writing by both Program and the site.

## CERTIFICATION

This program specific addendum serves as an agreement between the Service Site and the Program for the stated program year(s) as a part of the Site Agreement signed for 2023-2024. The terms of this agreement are valid through July 31, 2024. Amendments to this agreement shall be done in writing.

**Signature**

By signing this agreement, I acknowledge that I have read, understand, and agree to all terms and conditions of this agreement.

**Service Site Staff**
Name
Title
Signature

Date

**Reading & Math, Inc. DBA Ampact Staff**
Name
Title
Signature

Date




The purpose of this addendum is to establish the basic parameters of the Service Site's participation in Reading Corps for the 2023-2024 program year. Reading Corps is an AmeriCorps program that provides AmeriCorps members as a resource.

**Parties to this agreement:**

West Park Elementary School District, 2695 South Valentine Ave, Fresno, California 93706, hereafter referred to collectively as "Service Site"

Reading & Math, Inc. DBA Ampact, 1200 S Washington Ave, Ste 310, Minneapolis MN 55415, hereafter referred to collectively as "Program"

E. **Program Model.** The service site agrees to implement the Reading Corps model with fidelity, as outlined below.

1. **AmeriCorps Member Position:** The AmeriCorps member position in Reading Corps is called a tutor. Tutors are trained to provide targeted reading skill practice, commonly called intervention, primarily in the areas of phonemic awareness, phonics, and fluency. Tutors deliver daily twenty-minute intervention sessions with Kindergarten through third grade students.

2. **Interventions and Assessments:** Tutors are responsible for delivering Reading Corps interventions to a minimum caseload of students for 20 minutes per student per day in pairs or one-on-one, and collecting data as described in the section below.

3. **Tutor Schedule:** The Internal Coach is responsible for developing a schedule with the tutor. The schedule should:
   - **i.** Maximize student service, each tutor should have a minimum caseload of students
   - **ii.** Indicate the time the tutor should begin and end their time at school each day
   - **iii.** Allow for the tutor to serve the number of hours per week required of their commitment level. Specific hours requirements may vary by state. Tutor commitment levels may include:
     1. Full-time tutor = 35 hours per week
     2. Part-time tutor = 25-28 hours per week
     3. Reduced part time tutor = 18-20 hours per week
   - **iv.** Include sufficient time for tasks outside of tutoring, to include:
     1. Data entry and responding to email (must be done at the service site)
     2. Meetings and/or coaching sessions
     3. Preparation time for tutoring sessions

4. Time to complete online training

4. **Internal Coach Role:** The Service Site is responsible for designating an Internal Coach to provide support and oversight to the Reading Corps tutor. Internal Coaches will uphold the Reading Corps model through regular tutor observations and review of student data to facilitate data-based decision making. The Internal Coach acts as a liaison between school staff, the tutors, families, and the program.

5. **Content Specialist Role:** The Reading Corps program assigns a Coaching Specialist to support the school in implementing Reading Corps. The Coaching Specialist meets with the Internal Coach and Reading Corps tutor on an as needed basis (as often as monthly) to review student graphs, select appropriate interventions, and ensure fidelity to the program.

F. **Data Collection and Data Privacy**

1. **FERPA Expectations**
   i. The service site understands that it is making available to Program some legally protected student data solely for the purpose of implementing the Reading Corps program, including for research for the purposes of improving educational outcomes for students.
   ii. Tutors and Coaches that implement the Reading Corps program will collect and record additional protected data as they implement the Reading Corps model. Program requires that the service site take all necessary steps to protect student data as required by law.
   iii. Some of these data are protected by state and federal laws, particularly the federal Family Educational Rights and Privacy Act (FERPA). The obligations agreed to under this agreement extend to all data protected by state and federal law, including any personally identifiable data supplied by Service Site to Program.
   iv. In providing Reading Corps and receiving data from the Service Site, Service Site considers Program a school official under the FERPA regulations (34 CFR 99.31(a)(1)) to whom the Service Site has outsourced institutional services or functions for which the Service Site would otherwise use its own employees, and the Service Site agrees that Program has a legitimate educational interest in receiving student data to offer Reading Corps. Service Site must ensure its criteria for determining who constitutes a school official and what constitutes a legitimate educational interest in its FERPA policy provides for the designation of Program for Reading Corps.
   v. Program reserves the right to request proof that Service Site is following all required FERPA and State laws related to data privacy, including requesting a copy of the Service Site's annual FERPA notice of rights to eligible students and/or parents.

2. **Data required from Service Site:** The Service Site will ensure all requested student data are provided to Reading Corps in a timely manner, and that all students served by Reading Corps complete assessments administered by the tutor(s).

3. **Data collected by tutors:** Reading Corps tutors and/or coaches collect the following data throughout the school year:

i. **Student assessment data:** Reading Corps uses standardized, individually administered measures that are reliable and valid indicators of literacy skills. Reading Corps tutors collect benchmark data three times throughout the year during the specified assessment windows set by the program. Students tested include all students who have been served by Reading Corps in previous years, and any students the site would like to screen for eligibility for Reading Corps services.

ii. **Tutor log data:** Reading Corps tutors will maintain a tutor log to document the number of minutes and the number of sessions each student receives of Reading Corps services each week. Reading Corps tutors will be responsible for entering this data into the Reading Corps Data Management System weekly.

iii. **Fidelity data**: Internal Coaches and Coaching Specialists will be responsible for using the assessment integrity checklists to observe tutors administering and scoring student assessments prior to each benchmark window (fall, winter, and spring) to ensure reliability. Internal Coaches and Coaching Specialists will also be responsible for using Reading Corps Fidelity Checklists to observe tutors using the prescribed interventions to ensure fidelity. Internal Coaches will observe tutors twice per month.

## CERTIFICATION

This program specific addendum serves as an agreement between the Service Site and the Program for the stated program year as a part of the Site Agreement signed for 2023-2024. The terms of this agreement will end on July 31, 2024. Amendments to this agreement shall be done in writing.

**Signature**

By signing this agreement, I acknowledge that I have read, understand, and agree to all terms and conditions of this agreement.

| **Service Site Staff** | **Reading & Math, Inc. DBA Ampact Staff** |
|---|---|
| Name | Name |
| Title | Title |
| Signature | Signature |
| Date | Date |




The purpose of this addendum is to establish the basic parameters of the Service Site's participation in Math Corps for the 2023-2024 program year. Math Corps is an AmeriCorps program that provides AmeriCorps members as a resource.

**Parties to this agreement:**

West Park Elementary School District, 2695 South Valentine Ave, Fresno, California 93706, hereafter referred to collectively as "Service Site"

Reading & Math, Inc. DBA Ampact, 1200 S Washington Ave, Ste 310, Minneapolis MN 55415, hereafter referred to collectively as "Program"

G. **Program Model.** The service site agrees to implement the Math Corps model with fidelity, as outlined below.

1. **AmeriCorps Member Position:** The AmeriCorps member position in Math Corps is called a tutor. Tutors are trained to provide 90 minutes of weekly tutoring to $4^{th}$ – $8^{th}$ grade students in small groups to improve student skills in foundational math content areas focusing on numbers, numerical operations, and algebra.

2. **Interventions and Assessments: Tutors** are responsible for delivering Math Corps interventions to a full caseload of students for 90 minutes weekly, and collecting data as described in the section below. Math Corps focuses on developing grade-level skills in working with whole and rational numbers, with a focus on operations and algebraic reasoning. It is curriculum neutral but standards-aligned, and it uses evidence-based practice strategies that improve conceptual understanding, procedural proficiency, and word problem-solving.

3. **Tutor Schedule: The** Internal Coach is responsible for developing a schedule in collaboration with the Coaching Specialist and tutor. The schedule should:
   - **i.** Maximize student service, each tutor should have a full caseload of students
   - **ii.** Indicate the time the tutor should begin and end their time at school each day
   - **iii.** Allow the tutor to serve the number of hours per week required of their commitment level. Specific hours requirements may vary by state. Tutor commitment levels include:
     1. Full-time tutor = 35 hours per week
     2. Part-time tutor = 25-28 hours per week

3. Reduced part time tutor = 18-20 hours per week

iv. Include sufficient time for tasks outside of tutoring, to include:
   1. Data entry and responding to email (must be done at the service site)
   2. Meetings and/or coaching sessions
   3. Preparation time for tutoring sessions
   4. Time to complete online training

4. **Internal Coach Role:** The Service Site is responsible for designating an Internal Coach to provide support and oversight to the Math Corps tutor. Internal Coaches will uphold the Math Corps model through regular tutor observations and review of student data to facilitate data-based decision making. The Internal Coach acts as a liaison between school staff, the tutors, and the program.
5. **Content Specialist Role:** The Math Corps program assigns a Coaching Specialist to support the school in implementing Math Corps. The Coaching Specialist meets with the Internal Coach and Math Corps tutor on an as needed basis (as often as once a month) to review student progress, observe tutoring, and ensure fidelity to the program.

H. **Data Collection and Data Privacy**

1. **FERPA Expectations**
   i. The service site understands that it is making available to Program some legally protected student data solely for the purpose of implementing the Math Corps program, including for research for the purposes of improving educational outcomes for students.
   ii. Tutors and Coaches that implement the Math Corps program will collect and record additional protected data as they implement the Math Corps model. Program requires that the service site take all necessary steps to protect student data as required by law.
   iii. Some of these data are protected by state and federal laws, particularly the federal Family Educational Rights and Privacy Act (FERPA). The obligations agreed to under this agreement extend to all data protected by state and federal law, including any personally identifiable data supplied by Service Site to Program.
   iv. In providing Math Corps and receiving data from the Service Site, Service Site considers Program a school official under the FERPA regulations (34 CFR 99.31(a)(1)) to whom the Service Site has outsourced institutional services or functions for which the Service Site would otherwise use its own employees, and the Service Site agrees that Program has a legitimate educational interest in receiving student data to offer Math Corps. Service Site must ensure its criteria for determining who constitutes a school official and what constitutes a legitimate educational interest in its FERPA policy provides for the designation of Program for Math Corps.
   v. Program reserves the right to request proof that Service Site is following all required FERPA and State laws related to data privacy, including requesting a copy of the Service Site's annual FERPA notice of rights to eligible students and/or parents.

2. **Data required from Service Site: The** Service Site will ensure all requested student data are provided to Math Corps in a timely manner, and that all students served by Math Corps complete assessments administered by the tutor(s).

3. **Data collected by tutors:** Math Corps tutors and/or coaches collect the following data throughout the school year according to the prescribed schedule:
    i. Student assessment data
        1. Math Corps uses a benchmark assessment to determine eligibility and monitor student progress.
        2. Math Corps uses an application called Fast Math Challenge to determine appropriate fact fluency interventions for the student and measure student progress on math facts.
    ii. Tutor log data
        1. Math Corps tutors maintain a tutor log to document the number of minutes and sessions each student receives of Math Corps services each week. Math Corps tutors are responsible for entering these data into the Math Corps Data Management System weekly.
    iii. Fidelity data
        1. Internal Coaches and Coaching Specialists are responsible for using Intervention Integrity Observation Checklists to observe tutors using the prescribed interventions to ensure fidelity.

## CERTIFICATION

This program specific addendum serves as an agreement between the Service Site and the Program for the stated program year as a part of the Site Agreement signed for 2023-2024. The terms of this agreement are valid through July 31, 2024. Amendments to this agreement shall be done in writing.

**Signature**

By signing this agreement, I acknowledge that I have read, understand, and agree to all terms and conditions of this agreement.

| **Service Site Staff** | **Reading & Math, Inc. DBA Ampact Staff** |
|---|---|
| Name | Name |
| Title | Title |
| Signature | Signature |
| Date | Date |

**ITEM:** Resolution 2022-23-18 Interfund Transfers

**PRESENTER:** Helen Bellonzi, Consultant

**Date:** June 28th, 2023

**Board Decision:** Request for Approval

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Each year the district is required by Ed Code Section 42603 to authorize temporary fund transfers between funds. These are typically for payment obligations between funds.

**RESOLUTION OF THE GOVERNING BOARD OF**

**WEST PARK ELEMENTARY SCHOOL DISTRICT**

*In the Matter of Establishing Temporary Interfund Transfers of Special or Restricted Fund Moneys* )

Resolution Number: 2022-23-18

**ON MOTION** of Member _____, seconded by Member _____, the following resolution is hereby adopted:

**WHEREAS**, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

**WHEREAS**, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

**WHEREAS**, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

**NOW THEREFORE, BE IT RESOLVED** that the Governing Board of the West Park Elementary School District, in accordance with the provisions of Education Code Section 42603 adopts the following authorization for the 2022/2023 fiscal year to temporarily transfer moneys between the following funds provided that all transfers are approved by the Superintendent or his designee;

Fund 0100 – General Fund
Fund 0900 – Charter School Fund
Fund 1200 – Child Development
Fund 1300 – Cafeteria Fund
Fund 3500 – County Schools Facilities Fund

**THE FOREGOING RESOLUTION WAS ADOPTED** upon the motion of _____, seconded by _____, at a regular meeting of the Governing Board on the _____ day of _____, 20__ by the following vote:

| NAME OF BOARD MEMBER | | | | |
|---|---|---|---|---|
| Aida Garcia | ___Yes | ___No | ___ Abstain | ___Absent |
| Araceli Lopez | ___Yes | ___No | ___ Abstain | ___Absent |
| Fernando Alvarez | ___Yes | ___No | ___ Abstain | ___Absent |
| Ezekiel Rodriguez | ___Yes | ___No | ___ Abstain | ___Absent |
| Mark Vivenzi | ___Yes | ___No | ___ Abstain | ___Absent |

President, Board of Trustees
Aida Garcia
Print Name

Secretary/Clerk, Board of Trustees
Araceli Lopez
Print Name

**ITEM:** Authorized Signature Permit

**PRESENTER:** Jordan Soliz, Director of Business Services

**DATE:** 06.28.23

**BOARD DECISION:** Request for Approval

Approval of Authorized Signature Permit and Mailing Permit. These documents specify authorized signers for West Park School District. The mailing permit names who will be receiving authorized mail from the District Financial Services Department, Fresno County Superintendent of Schools.

fresno county
superintendent of schools
Dr. Michele Cantwell-Copher, Superintendent

# Authorized Signature Permit

Return to: Gabriel Halls, Senior Director
District Financial Services
Fresno County Superintendent of Schools
1111 Van Ness Avenue
Fresno, CA 93721-2000

Dear Mr. Halls:

Pursuant to Education Code Sections 42632 and 42633, at a regular meeting of the Governing Board of the West Park Elementary School District School District, held on 28 day of June, 2023:

1. The following person(s) who is/are an officer(s) or employee(s) of the above-referenced school district and whose signature(s) appear(s) opposite of his/her name below, was/were authorized to sign orders in the name of the said governing board:

| Type or print here: | Position: | Signature: |
|---|---|---|
| Dr. Brian Clark | Superintendent | |
| Helen Bellonzi | Business Officer | |
| Jordan Soliz | Director of Business Service | |
| | | |
| | | |

2. A majority of the following members of the governing board of the above-referenced school district and whose signatures appear opposite of the corresponding names were authorized to sign orders in the name of the said governing board.

| Type or print here: | Note President | Signature: |
|---|---|---|
| Aida Garcia | ✔ | |
| Araceli Lopez | | |
| Fernando Alvarez | | |
| Ezekiel Rodriguez | | |
| Mark Vivenzi | | |
| | | |
| | | |

Rubber stamp signatures or machine signatures authorized for use on maintenance checks and/or registers Yes ___ No X. Only such facsimile signatures may be used, which have met the requirements of Government Code 5501 (copy enclosed). I certify this requirement has been met.

Sample(s) of such signature: _____

By order of the Governing Board of West Park Elementary School District of Fresno County, California.

Clerk of the Board _____ Date _____

Rev. 03/27/18

## EDUCATION CODE 42632

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

## EDUCATION CODE 42633

The governing board of each school district shall be responsible for filing or causing to be filed with the county superintendent of schools the verified signature of each person, including members of the governing board, authorized to sign orders in its name. Except for districts determined to be fiscally accountable pursuant to Section 42650, no order on the funds of any school district shall be approved by the county superintendent of schools unless the signatures are on file in his office and he is satisfied that the signatures on the order are those of persons authorized to sign the order.

## GOVERNMENT CODE 5501

Any authorized officer may, after filing with the Secretary of State his manual signature certified by him under oath, execute or cause to be executed with a facsimile signature in lieu of his manual signature:

(a) Any public security, provided that at least one signature required or permitted to be placed thereon shall be manually subscribed; and
(b) Any instrument of payment.

Upon compliance with this section by the authorized officer, his facsimile signature has the same legal effect as his manual signature.

# Mailing Permit

All routine district finance mail will be directed to the district office at the address listed in the *Fresno County Schools Directory*, unless otherwise specified on a Mailing Permit. Mailing Permits remain valid until replaced with updated versions. Updated contact and mailing information may be submitted at any time during the school year.

If your district's contact or mailing information needs to be updated, please fill out the form below and mail the original to the District Financial Services Department, Fresno County Superintendent of Schools, 1111 Van Ness Avenue, Fresno, CA 93721. This form may also be downloaded at www.fcoe.org/dfsdocs.

**Please Send District Financial Mail to:**

| Name | District | |
|---|---|---|
| Dr. Brian Clark | West Park Elementary | |
| **Address** | **City** | **Zip Code** |
| 2695 S Valentine Ave | Fresno | 93706 |

Governing Board Action Taken on: 06.28.23
Date

Signed: _____
Clerk of the Board

07/03/13

**ITEM:** Portable Structure Exterior Painting

**PRESENTER:** Dr. Brian Clark

**DATE:** June 28, 2023

**BOARD DECISION:** Request for Approval

Attached you will find a quote given by Ro's Precise Painting and Powder Coating Inc. to West Park School District for the approval of the exterior painting of all portable structures owned and leased by our District. Portable structures included in this quote are as follows:

District Office

Kinder 2

Room 17, 18, 19,20

Charter Office

Computer Lab

Restrooms behind computer lab

Information Technology/ MOT office

Preschool

2 storage sheds in the preschool area

Unfortunately, the modernization funds were only given to update any existing permanent structure. Because of this, all the portable structures were not getting painted or updated. Approving this quote will allow us to fully complete the new look of our campus without having any unfinished buildings. Ro's Precise Painting is currently the contractor that has been painting our campus and because they are already here and have all the correct materials and colors they have offered us a very reasonable quote for us to consider, and complete the job.

RO'S PRECISE
Painting & Powder Coating, Inc.
1816 Industrial Way Sanger, CA 93657
Ph: (559) 875-6861 ~ Fax: (559) 875-4749
License #: 757058 ~ DIR #: 1000000284
"WE ARE SBE CERTIFIED"

# Scope of Work and Bid Form

## Project Information:

| | |
|---|---|
| Name: | West Park Elem. School & Preschool - Exterior Portable Painting |
| Address: | Fresno, CA |
| Plans Dated: | N/A |
| Addendums: | N/A |
| Bulletins: | N/A |
| Memos: | N/A |

| | |
|---|---|
| Bid Date: | 6/23/2023 |
| Bidding To: | WPESD |
| Project Type: | Prevailing Wage |
| Bond Rate: | 1.08% |
| Advertised Date: | N/A |
| Spec. Sections: | 099100 Painting |

## Scope of Work

Interior:

1. N/A

Exterior:

1. Additional cost to paint complete exterior of portable buildings & preschool including handrails.

## Excluded:

**All items not specifically listed in the above Scope of Work to be performed at an additional cost including but not limited to:**

1. Wood Cabinets, Paneling, Trim, ect.
2. Floor Sealer, Staining, Striping, Painting or Coating
3. Paint Piping,Fire Sprinkler Lines, Conduit (Except on wall or ceilings in public accessible area which are to receive paint under this contract)
4. Paint Mechanical or Electrical (Except on wall or ceiling in public accessible areas which are to receive paint under this contract)
5. Graphics, Numbering, Signage or Sign Painting
6. Bonding Costs
7. Site and Concrete Caulking, Tilt up Caulking, Window Caulking
8. Anti-Graffiti Coating, Intumescent Coating, Elastomeric Coating
9. Removal of mastic patching and unforeseen conditions to concrete floors.
10. Wrought Iron Fencing, Roll Up Doors

## Company Proposal

We, **Ro's Precise Painting and Powder Coating, Inc.**, propose to furnish the above scope of work, all labor, materials, tools, equipment, supervision, Workers' Compensation Property Damage and Liability Insurance necessary to complete the above referenced project in compliance with P.D.C.A. standards and guidelines for the amount of:

| | |
|---|---|
| **Base Bid:** | **$37,860.00** |

*Cisco Mata* — 6/23/2023

**Submitted by (Company Representative)** — **Date Submitted**

**Acceptance**

TERMS: *This proposal must be accepted within 90 days of the date hereof to become a valid contract. In your listing of us as a subcontractor, you agree that if the project is awarded to us, this Scope of Work and Bid Form will become part of our contract. If this Scope of Work and Bid Form is not incorporated into the contract, the above signature shall become VOID.

# Human Resources Department

**ITEM:** West Park Elementary 2023-2024 Calendar

**PRESENTER:** Tamita Boyd, Director of Human Resources

**DATE:** June 28th, 2023

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Seeking board approval of the updated 2023-2024 school calendar for West Park Elementary. (update reflect – last week of school as minimum day)

# West Park Elementary

## 2023-2024 School Calendar

### July 2023

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

9

### August 2023

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

23

### September 2023

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

15

### October 2023

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

17

### November 2023

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

16

### December 2023

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

11

### January 2024

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

17

### February 2024

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | | |

16

### March 2024

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

11

### April 2024

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

17

### May 2024

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

19

### June 2024

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

14

17 — Breaks/No School; Early Release Day; Parent Teacher Conferences

22 — Teacher Planning Days (no school for students); Report Cards; Holiday/No School

First Day of School/Last Day of School; Teacher PD Days

Total Student Days: 180

| | |
|---|---|
| July 14,17,18 | Planning/Development Days |
| July 19 | First Day of School for Students |
| Sep 4 | Labor Day - No School |
| Sep 22 | First Quarter Report Cards |
| Sep 25 - Oct 6 | Fall Break - No School |
| Oct 16 - 20 | Parent Conferences |
| Nov 10 | No School |
| Nov. 20 - 24 | Thanksgiving Break |
| Dec 15 | Second Quarter Report Cards |
| Dec 18 - Jan 5 | Winter Break |
| Jan 15 | Martin Luther King Jr. Day - No School |
| Jan 17 - 19 | Parent Conferences |
| Feb 12 | President's Day - No School |
| Feb 19 | No School |
| March 1 | No School |
| March 15 | Third Quarter Report Cards |
| March 18 | No School |
| March 25 - April 5 | Spring Break |
| May 27 | Memorial Day - No School |
| May 31 | Fourth Quarter Report Cards |
| May 31 | Last Day of School for Students |

# PUBLIC COMMENT
# CLOSED SESSION