

**TIPTON ELEMENTARY SCHOOL DISTRICT  
REGULAR BOARD MEETING  
AGENDA**

Tuesday, June 8, 2021

7:00 p.m. District Conference Room

**1. Call to order- Flag Salute**

**In compliance with the Americans with Disabilities Act and the Brown Act, if you need special assistance to participate in the meeting, including the receipt of the agenda and documents in the agenda package in an alternate format, please contact the Tipton Elementary School District office at (559) 752-4213. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting (28CFR35.102-35, 104 ADA Title II), and allow for the preparation of documents in appropriate alternate format**

**2. Open Public Hearing on the Spending Determination for Funds Received from EPA for 2021 - 2022**

2.1 Open for Public Questions and Comments

2.2 Close Public Hearing

**3. Open Public Hearing on 2021-2022 Districts General Fund Excess Reserve**

3.1 Open for Public Questions and Comments

3.2 Close Public Hearing

**4. Open Public Hearing on the Local Control Accountability Plan (LCAP) 2021 - 2023**

4.1 Open for Public Questions and Comments

4.2 Close Public Hearing

**5. Open Public Hearing on the 2021 - 2022 Budget Adoption**

5.1 Open for Public Questions and Comments

5.2 Close Public Hearing

**6. Public Input:**

In order to ensure that Members of the public are provided a meaningful opportunity to address the board on agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public input portion of the agenda, or at the time the matter is taken up by the board. Board presentations are limited to 3 minutes per person and 15 minutes per topic.

6.1 Community Relations/Citizen Comments

6.2 Reports by Employee Units CTA/CSEA

**7. INFORMATION:**

7.1 Hearing and Public Comment Regarding the District's Initial Proposal regarding the Limited Reopening of 2020-2021 Collective Bargaining Agreement Negotiations with the California School Employees Association and Associated Teachers of Tipton

**8. CONSENT CALENDAR: Action items:**

8.1 Minutes of the Regular Board Meeting - May 4, 2021

8.2 Agreement with TCOE for Mental Wellness Services for 2021- 2022



8.3 Save the Children Partner Agreement

8.4 Library Surplus

9. **ADMINISTRATIVE: Action items:**

9.1 CTA Public Disclosure

9.2 Memorandum of Understanding between Tipton Elementary School and Associated Teachers of Tipton CTA/NEA Summer 2020-2021 and 2021-2022 School Year-Learning Loss/Intervention Program

9.3 Quarterly Board Policy Updates March 2021

9.4 Discuss and Approve Increase to Salary Schedule and District Contributions Toward Health and Welfare Benefits, Effective July 1, 2021, and One-Time Off-Schedule Payment for Principal and Management Employees

9.5 Discuss and Approve Increase to Salary Schedule and District Contributions Toward Health and Welfare Benefits, Effective July 1, 2021, and One-Time Off-Schedule Payment for Business Manager

9.6 Memorandum of Understanding between Central California Food Bank and Tipton Elementary School

9.7 Board Resolution #2020-2021-07, Authorizing Inter-fund Loan for Cash Flow Purposes

9.8 Board Resolution #2020-2021-08, Authorization for County Superintendent of Schools to Make Year End Budget Transfers

9.9 Board Resolution #2020-2021-09, Authorizing Inter-fund Transfers In Accordance with the Budget

9.10 Board Resolution #2020-2021-10 in the Matter of Spending Determination for Funds Received from the Education Protection Account for 2021-2022 Fiscal Year

9.11 Adopt the District's Initial Proposal to California School Employees Association and Associated Teachers of Tipton Regarding the Limited Reopening of 2020-2021 Collective Bargaining Agreement Negotiations

9.12 Consider and Approve Amplify as the new adopted Science Curriculum

9.13 Consider and Approve extra workdays in June for the Superintendent and Principal

10. **FINANCE: Action items:**

10.1 Vendor Payments

10.2 Budget Revisions

11. **INFORMATION: (Verbal Reports & presentations)**

11.1 MOT--FOOD SERVICE—PROJECTS

12. **Any Other Business**

13. **Adjourn to Closed Session:**

13.1 Education Code section 35146  
Student transfers, inter District request, etc

13.2 Government Code Section 54957.6  
Conference with labor negotiators  
Agency designated representatives: Superintendent  
Employee Organization: California School Employees Association and its Chapter 765

13.3 Government Code Section 54957.6  
Conference with labor negotiators  
Agency designated representatives: Superintendent  
Employee Organization: CTA

13.4 Government Code Section 54957.6

- Conference with labor negotiators  
Agency designated representatives: Superintendent  
Employee Organization: Principal, Business Manager, and Management Employees
- 13.5 Government Code Section 54957.6  
Conference with labor negotiators  
Agency designated representatives: Board President  
Employee Organization: Superintendent
- 13.6 Government Code Section 54957  
Public Employee Discipline/Dismissal/Release/Complaint
- 13.7 Government Code Section 54957  
Public Employee Appointment/Employment  
Title: First Grade Teacher for 2021-2022
- 13.8 Government Code Section 54957  
Public Employee Appointment/Employment  
Title: Temporary Third Grade Teacher for 2021-2022
- 13.9 Government Code Section 54957  
Public Employee Appointment/Employment  
Title: Temporary Fifth Grade Teacher for 2021-2022
- 13.10 Government Code Section 54957  
Public Employee Appointment/Employment  
Title: Sixth Grade Teacher for 2021-2022

14. **Reconvene to open session**

15. **Report out from Closed Session**

16. **Adjournment**

**The Board upon discussion and a vote of agreement, the Board may make any item an action item.**

**Notice: If documents are distributed to Board Members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 370 N. Evans Road, Tipton CA. 93272, telephone 752-4213.**

**Agenda Posted: June 4, 2021**

**2. Open Public Hearing on the Spending Determination for Funds Received from EPA for 2021 - 2022**

**2.1 Open for Public Questions and Comments**

2021-22 Education Protection Account  
 Program by Resource Report  
 Expenditures by Function - Detail

Tipton Elementary School District

**Expenditures through: June 30, 2022**  
**For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	31,991.00
Revenue Limit Sources	8010-8099	988,504.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>1,020,495.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		<b>Function Codes</b>
Instruction	1000-1999	970,406.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>970,406.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>50,089.00</b>

**Budget Comparison Report**

by Fund

1:09:10PM

Expenses by Function	2021 - 2022 Working Thru 7/1/2021			2021 - 2022 Actual Thru 7/1/2021		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>010 General Fund</b>						
Revenues						
LCFF Sources						
80120 Education Protection Account	\$988,504.00	\$0.00	\$988,504.00	\$0.00	\$0.00	\$0.00
Total LCFF Sources	\$988,504.00	\$0.00	\$988,504.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$988,504.00	\$0.00	\$988,504.00	\$0.00	\$0.00	\$0.00
Expenditures						
Instruction						
10000 Instruction	\$970,406.00	\$0.00	\$970,406.00	\$0.00	\$0.00	\$0.00
Total Instruction	\$970,406.00	\$0.00	\$970,406.00	\$0.00	\$0.00	\$0.00
Total Expenditures	\$970,406.00	\$0.00	\$970,406.00	\$0.00	\$0.00	\$0.00
Excess (Deficiency) of Revenues	\$18,098.00	\$0.00	\$18,098.00	\$0.00	\$0.00	\$0.00
Net Increase (Decrease) in Fund	\$18,098.00	\$0.00	\$18,098.00	\$0.00	\$0.00	\$0.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$31,991.00	\$0.00	\$31,991.00	\$31,991.00	\$0.00	\$31,991.00
Total Assets	\$31,991.00	\$0.00	\$31,991.00	\$31,991.00	\$0.00	\$31,991.00
Total Beginning Balance	\$31,991.00	\$0.00	\$31,991.00	\$31,991.00	\$0.00	\$31,991.00
Adjusted Beginning Balance	\$31,991.00	\$0.00	\$31,991.00	\$31,991.00	\$0.00	\$31,991.00
Ending Balance						
Assets						
91100 Cash in County Treasury	\$50,089.00	\$0.00	\$50,089.00	\$31,991.00	\$0.00	\$31,991.00
Total Assets	\$50,089.00	\$0.00	\$50,089.00	\$31,991.00	\$0.00	\$31,991.00
Total Ending Balance	\$50,089.00	\$0.00	\$50,089.00	\$31,991.00	\$0.00	\$31,991.00
Components of Ending Fund Balance						

**Budget Comparison Report**

1:09:10PM

by Fund

Expenses by Function	2021 - 2022 Working Thru 7/1/2021			2021 - 2022 Actual Thru 7/1/2021		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>010 General Fund</b>						
<b>Fund Balance, Unassigned</b>						
97900 Undesignated/Unappropriated	\$18,098.00	\$0.00	\$18,098.00	\$0.00	\$0.00	\$0.00
97910 Beginning Fund Balance	\$31,991.00	\$0.00	\$31,991.00	\$31,991.00	\$0.00	\$31,991.00
Total Fund Balance, Unassigned	\$50,089.00	\$0.00	\$50,089.00	\$31,991.00	\$0.00	\$31,991.00
Total Components of Ending Fund Balance	\$50,089.00	\$0.00	\$50,089.00	\$31,991.00	\$0.00	\$31,991.00

### **3. Open Public Hearing on 2021-2022 Districts General Fund Excess Reserve**

#### **3.1 Open for Public Questions and Comments**

District: Tipton Elementary  
 CDS #: 54-72215

**2021-22 Budget Attachment**

**Substantiation of Need 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 substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties..

Combined and Unassigned/Unappropriated Fund Balances (Resources 0000-1999, Objects 9780, 9789 and 9790)			
Form	Fund		2021-22 Budget
01	General Fund/County School Service Fund	Form 01	\$3,267,857.34
17	Special Reserve Fund for Other Than Capital Outlay Projects	Form 17	\$0.00
Total Assigned and Unassigned Ending Fund Balances			\$3,267,857.34
	District Standard Reserve Level	Form 01CS Line 10B-4	4%
	Less District Minimum Recommended Reserve for Economic Uncertainties	Form 01CS Line 10B-7	\$346,401.04
Remaining Balance to Substantiate Need			\$2,921,456.30
Substantiation of Need for Fund Balances in Excess of Minimum Recommended Reserve for Economic Uncertainties			Amount
Fund	Descriptions		
01	Designated for Economic Uncertainties-Additional		\$1,421,456.30
01	Designated for Health and Welfare		\$500,000.00
01	Assigned for Facility Purposes		\$500,000.00
01	Reserved for Encumbrances		\$500,000.00
	Insert Lines above as needed		
	Total of Substantiated Needs		\$2,921,456.30
	Remaining Unsubstantiated Balance		\$0.00



**4. Open Public Hearing on the Local Control  
Accountability Plan (LCAP) 2021 - 2023**

**4.1 Open for Public Questions and Comments**

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Tipton Elementary School District
<b>CDS Code:</b>	54 72215 6054431
<b>LEA Contact Information:</b>	Name: Cherie Solian Position: Principal Email: csolian@tipton.k12.ca.us Phone: (559)752-4213
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$6,361,477
LCFF Supplemental & Concentration Grants	\$1,754,884
All Other State Funds	\$766,860
All Local Funds	\$208,865
All federal funds	\$367,704
<b>Total Projected Revenue</b>	<b>\$7,704,906</b>

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$8,660,026
Total Budgeted Expenditures in the LCAP	\$2,321,048
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,016,740
Expenditures not in the LCAP	\$6,338,978

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,125,575
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$1,090,276

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$261,856
2020-21 Difference in Budgeted and Actual Expenditures	\$-35,299

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Most teachers, administrator, classified staff salaries and benefits, purchase of state adopted curriculum and materials, maintenance, cafeteria, and transportation costs.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF	

<p>supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</p>	
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.</p>	<p>The school received learning loss mitigation funds due to school closure and the COVID-19 pandemic. With the extra funds this resulted in less expenditures spent from the LCFF. All actions and services were implemented to improve services for high need students.</p> <p>LCFF funds were spent on the following that were not included in the Learning Continuity and Attendance Plan:</p> <p>Provide students with access to technology and resources for student research and learning in English Language Arts through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician.</p> <p>Provide all students ancillary English Language Arts (ELA) and math materials including leveled books, news magazines, and student workbooks.</p> <p>Provide all EL students with access to ancillary materials including leveled readers, news magazines, and workbooks.</p> <p>Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts and math and encourage increased achievement and attendance.</p> <p>Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of the English Language Arts California State Standards (CSS).</p> <p>A salary increase was authorized for 2015-16 school year and remains a continuing action through 2019-20. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The salary increase has reduced our teacher turnout rate, thus retaining highly qualified staff. The effectiveness of the action will be measured by the academic achievement metrics for this goal.</p> <p>Provide additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate.</p> <p>Provide parent access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication.</p>

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tipton Elementary School District

CDS Code: 54 72215 6054431

School Year: 2021-22

LEA contact information:

Cherie Solian

Principal

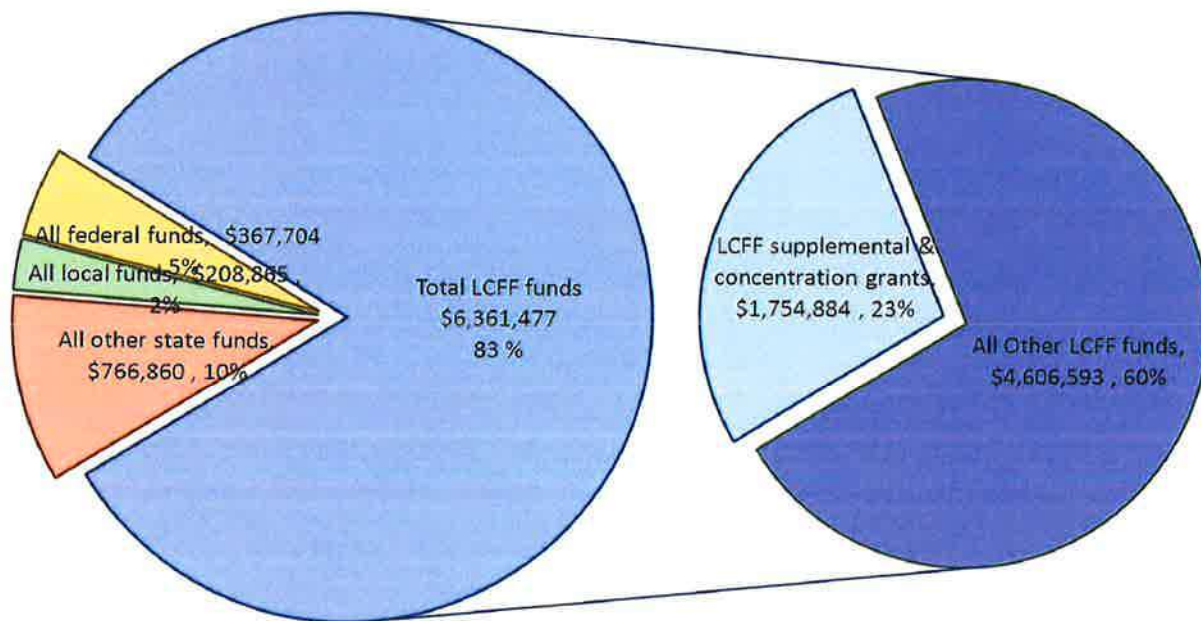
csolian@tipton.k12.ca.us

(559)752-4213

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 2021-22 School Year

### Projected Revenue by Fund Source



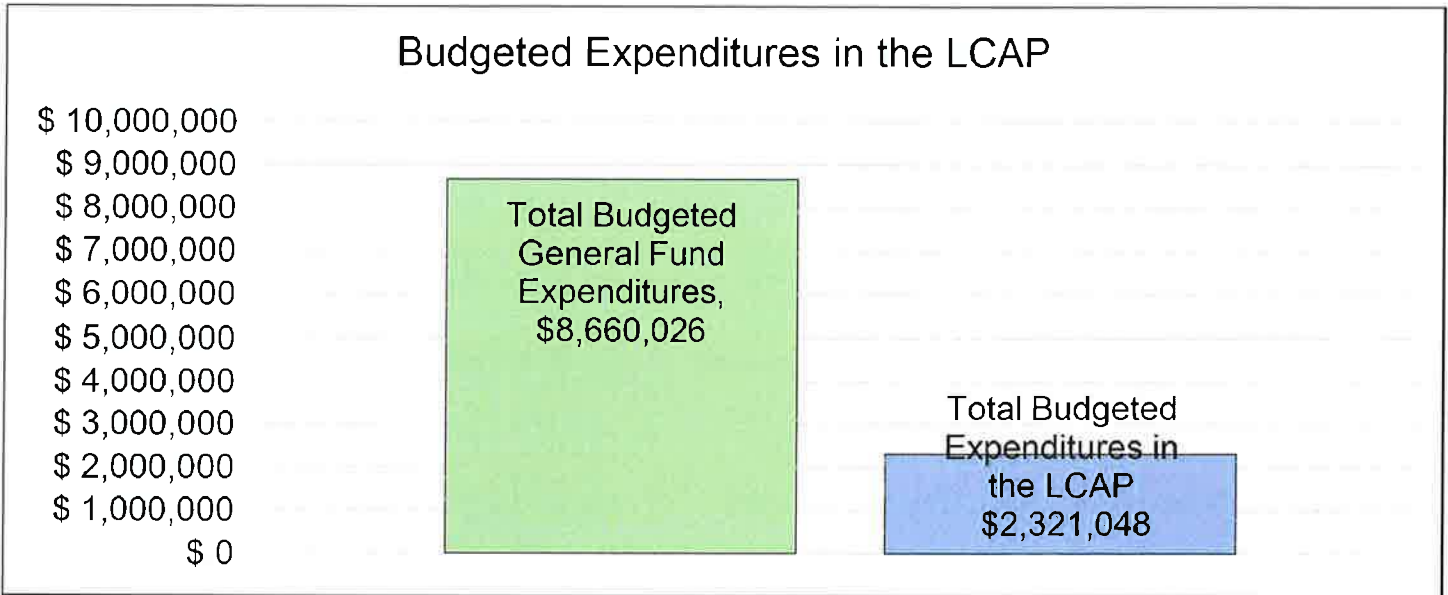
This chart shows the total general purpose revenue Tipton Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Tipton Elementary School District is \$7,704,906, of which \$6,361,477 is Local Control Funding Formula (LCFF), \$766,860 is other state funds, \$208,865 is local funds, and

\$367,704 is federal funds. Of the \$6,361,477 in LCFF Funds, \$1,754,884 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 Tipton Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Tipton Elementary School District plans to spend \$8,660,026 for the 2021-22 school year. Of that amount, \$2,321,048 is tied to actions/services in the LCAP and \$6,338,978 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Most teachers, administrator, classified staff salaries and benefits, purchase of state adopted curriculum and materials, maintenance, cafeteria, and transportation costs.

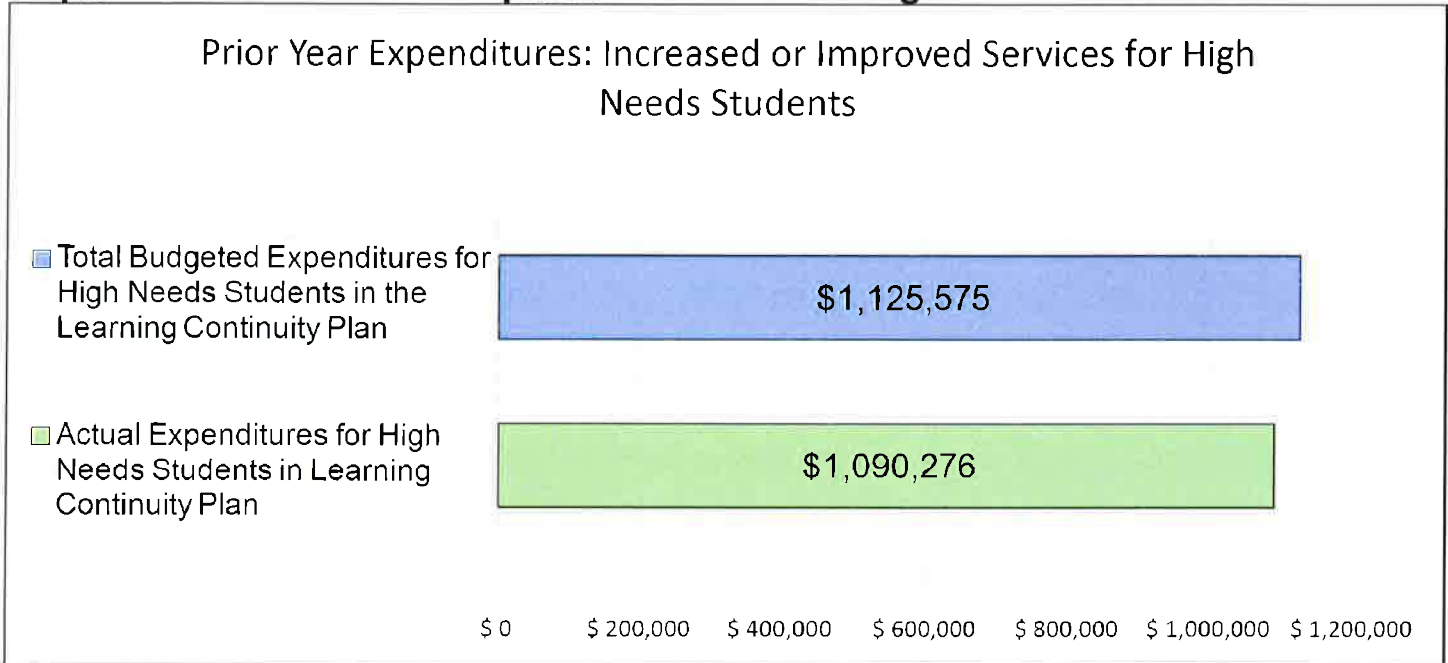
## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Tipton Elementary School District is projecting it will receive \$1,754,884 based on the enrollment of foster youth, English learner, and low-income students. Tipton Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tipton Elementary School District plans to spend \$2,016,740 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 2020-21



This chart compares what Tipton Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Tipton 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.

In 2020-21, Tipton Elementary School District's Learning Continuity Plan budgeted \$1,125,575 for planned actions to increase or improve services for high needs students. Tipton Elementary School District actually spent \$1,090,276 for actions to increase or improve services for high needs students in 2020-21.

The school received learning loss mitigation funds due to school closure and the COVID-19 pandemic. With the extra funds this resulted in less expenditures spent from the LCFF. All actions and services were implemented to improve services for high need students.

LCFF funds were spent on the following that were not included in the Learning Continuity and Attendance Plan:

Provide students with access to technology and resources for student research and learning in English Language Arts through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician.

Provide all students ancillary English Language Arts (ELA) and math materials including leveled books, news magazines, and student workbooks.

Provide all EL students with access to ancillary materials including leveled readers, news magazines, and workbooks.

Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts and math and encourage increased achievement and attendance.

Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of the English Language Arts California State Standards (CSS).

A salary increase was authorized for 2015-16 school year and remains a continuing action through 2019-20. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The salary increase has reduced our teacher turnout rate, thus retaining highly qualified staff. The effectiveness of the action will be measured by the academic achievement metrics for this goal.

Provide additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate.

Provide parent access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication.



# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Tipton Elementary School District	Cherie Solian Principal	csolian@tipton.k12.ca.us (559)752-4213

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Improve student achievement in English Language Arts

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

	Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1. California Assessment of Student Performance and Progress (CAASPP) System</p> <p><b>19-20</b></p> <p>1. For the 2019-2020 school year our goal is to increase ELA CAASPP achievement by 5 points in order to decrease our distance from standard to -20.</p> <p><b>Baseline</b></p> <p>1. 2015-2016 33% Meet or Exceed Standards</p>	<p>1. During the 2018-2019 School year students exceeded their goal of 5 points to increase ELA CAASPP achievement in order to decrease our distance from standard to -20. Our students increased 9 points and are -14.9 points from standard. (Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.)</p>	
<p><b>Metric/Indicator</b></p> <p>2. Renaissance Reading Program</p> <p><b>19-20</b></p> <p>2. Increase reading proficiency rate by 5% to 39% as measured by Accelerated Reader.</p> <p><b>Baseline</b></p> <p>2. 2017 46% of 3rd grade students are at or above the STAR grade level benchmark</p>	<p>2. During the 2019-2020 school year 33.08% of students measured at or above reading proficiency as measured by the STAR reading test. There was a 3% decline in growth from the previous year. Due to Covid-19 school closure spring data 2019-2020 data were not available.</p>	

Expected	Actual
<p><b>Metric/Indicator</b> 3. Developmental Reading Assessment (DRA) <b>19-20</b> 3. Increase reading proficiency rate by 5% to 41% as measured by the DRA.</p> <p><b>Baseline</b> 3. 2017 35% of K-5 Students are reading at or above grade level.</p>	<p>3. During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA. There was an 8% decline from the previous year. Due to Covid-19 school closure 2019-2020 data were not available.</p>
<p><b>Metric/Indicator</b> 4. Local Writing Benchmarks <b>19-20</b> 4. Increase writing proficiency rate by 5% to 41% as measured by the TESD mid year writing benchmark.</p> <p><b>Baseline</b> 4. 2016-2017 33% of K-8 students are meeting or exceeding standard on the TESD mid year writing benchmark</p>	<p>4. During the 2019-2020 school year 35% of K-8 students meet or exceeded the standard on the TESD mid year writing benchmark. This was a decline of 1% from the previous year.</p>
<p><b>Metric/Indicator</b> 5. Teacher Misassignment Rate <b>19-20</b> 5. Maintain a 0% teacher misassignment rate.</p> <p><b>Baseline</b> 5. 2016-2017 0%</p>	<p>5. The teacher misassignment rate for the 2019-2020 school year is 3.8%.</p>
<p><b>Metric/Indicator</b> 6. Teacher attrition rate <b>19-20</b> 6. Maintain a 0% teacher attrition rate.</p> <p><b>Baseline</b> 6. 2016-2017 0%</p>	<p>6. The teacher attrition rate for the 2019-2020 school year is 7.4%.</p>

Expected	Actual
<p><b>Metric/Indicator</b> 7. Student access to standards aligned materials</p> <p><b>19-20</b> 7. 100% of students have access to standards aligned materials</p> <p><b>Baseline</b> 7. 2016-2017 100% of students have access to standards aligned materials</p>	<p>7. During the 2019-2020 school year 100% of students have access to standards aligned materials.</p>
<p><b>Metric/Indicator</b> 8. Implementation of academic content/performance standards</p> <p><b>19-20</b> 8. Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.</p> <p><b>Baseline</b> 8. 2016-2017 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.</p>	<p>8. 2019-2020 implementation of academic content/performance standards were met through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.</p>
<p><b>Metric/Indicator</b> 9. Pupil access and enrollment in a broad range of study, including both unduplicated and special needs students</p> <p><b>19-20</b> 9. 100% of pupils are enrolled in a broad range of study</p> <p><b>Baseline</b> 9. 2016-2017 100% of pupils are enrolled in a broad range of study</p>	<p>9. During 2019-2020 All students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.</p>
<p><b>Metric/Indicator</b> 10. School Facility Good Repair Status Report (FIT)</p> <p><b>19-20</b> 10. Maintain a Good or Exemplary rating on the FIT report.</p> <p><b>Baseline</b></p>	<p>10. During the 2019-2020 year we maintained a Good rating on the FIT report.</p>

<b>Expected</b>	<b>Actual</b>
<p>10. 2016-2017 FIT Report overall rating of Good</p> <p><b>Metric/Indicator</b> 11. Evaluation and report on number and types of programs and services developed and provided to unduplicated pupils as well as individuals with exceptional needs.</p> <p><b>19-20</b> 11. 100% of programs available were offered to unduplicated pupils as well as individuals with exceptional needs.</p> <p><b>Baseline</b> 11. No baseline was established in 2017-2018</p>	<p>11. During 2019-2020 100% of our unduplicated pupils and students with exceptional needs were provided access to a large variety of programs in order to support their growth and achievement. Included in this is access to differentiating computer based programs, instructional aides, leveled texts, and highly qualified teachers. Students are also offered small group instruction and intervention, speech and language services when appropriate, provide behavior intervention services as appropriate. On going collaboration with special education and general education staff. Through comprehensive evaluations of district programs and lesson plans all students had access to a broad range of studies. Unduplicated pupils and students with exceptional needs were provided Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) by providing them access to the general education curriculum through a variety of supports and programs to support their growth and achievement. Students received Specialized Academic Instruction (SAI) in their areas of need in the form of small group or individual intervention and through differentiating computer-based programs. They were also given access to support from instructional aides and highly qualified teachers within the classroom. Supports such as leveled texts, audio versions of texts and modified curriculum were utilized with these students. Through comprehensive evaluations of district programs and lesson plans, all students had access to a broad range of studies.</p> <p>12. The baseline for fully credentialed teacher rate for 2019-2020 is 96%.</p>
<p><b>Metric/Indicator</b> 12. Fully Credentialed Teacher Rate</p> <p><b>19-20</b> 12. Baseline for Fully Credentialed teacher rate will be established with 2019-2020 teacher credential information</p> <p><b>Baseline</b> 12. No baseline was established</p>	<p>12. The baseline for fully credentialed teacher rate for 2019-2020 is 96%.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students.</p>	<p>Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 176,948</p>	<p>Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 175,712.98</p>
<p>2. Provide students with access to technology and resources for student research and learning in English Language Arts through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician.</p>	<p>Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration 117,115</p> <p>Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration 55,528</p> <p>Infrastructure support and upgrades 6000-6999: Capital Outlay Supplemental and Concentration 10,000</p>	<p>Technology Devices 4000-4999: Books And Supplies LCFF Supplemental and Concentration 86,457.75</p> <p>Tech 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 65,354.22</p> <p>Infrastructure support and upgrades 6000-6999: Capital Outlay 0</p>
<p>3. Provide all students ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks.</p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration 26,000</p>	<p>Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 22,584.53</p>
<p>4. Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts.</p>	<p>Incentives/Awards 4000-4999: Books And Supplies Supplemental and Concentration 15,000</p>	<p>Incentives/Awards 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,436.54</p>
<p>5. Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of the English Language Arts California State Standards (CSS).</p>	<p>Librarian 2000-2999: Classified Personnel Salaries Supplemental and Concentration 68,400</p>	<p>Librarian 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 72,825.20</p>
<p>6. Provide a Resource Teacher to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to</p>	<p>Resource Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 108,072</p>	<p>Resource Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 95,939.34</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>ensure no student is left behind. To support and improve our community outreach.</p>		
<p>7. Summer school will no longer be funded out of the LCAP</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Clerical Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 0</p>	
<p>8. Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with special needs.</p>	<p>Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000</p>	<p>Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 8,962.86</p>
<p>9. A salary increase was authorized for 2015-16 school year and remains a continuing action through 2019-20. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The salary increase has reduced our teacher turnover rate, thus retaining highly qualified staff. The effectiveness of the action will be measured by the academic achievement metrics for this goal.</p>	<p>Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 110,000</p>	<p>Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 110,000</p>
<p>10. Provide California State Content Standards based science curriculum to facilitate the development of oral language and academic vocabulary.</p>	<p>Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 43,512</p>	<p>Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 934</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 purchasing a new science curriculum was postponed. The district will purchase a new science curriculum which will be used for the 2021-2022 school year. Due to COVID-19 a limited number of field trips and award assemblies had to be cancelled. Funds that were not spent were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although the 2019-2020 school year ended with students learning from home, all students were able to access reading and writing through individualized work packets. Small group intervention was provided for our students through March. Students showed academic growth in ELA. When students were on campus, all students had access to technology. All students had access to ancillary ELA materials both hard copy and online. Prior to the last quarter, students were recognized at our TESD quarter awards assemblies. The TESD librarian provided all students access to leveled books, high interest books, book aligned to Character Counts, and support for teachers in books for small group instruction. The biggest challenge that we faced was getting 1 to 1 technology devices for our students and providing hot spots for internet access.



## Goal 2

Improve student achievement in Mathematics

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1. California Assessment of Student Performance and Progress (CAASPP) System</p> <p><b>19-20</b></p> <p>1. For the 2019-2020 school year our goal is to increase Math CAASPP achievement by 7.8 points in order to decrease our distance from standard to -46.5.</p> <p><b>Baseline</b></p> <p>1. 2015-2016 31% meeting or exceeding state standards</p>	<p>1. During the 2018-2019 School year students exceeded their goal of 7.8 points on the CAASPP Math Assessment. Our students increased 11.1 points and are now -42.8 points from standard.(Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard)</p>
<p><b>Metric/Indicator</b></p> <p>2. Local Math Benchmark</p> <p><b>19-20</b></p> <p>2. Increase math proficiency rate by 5% to 32% as measured by the TESD mid year math benchmark.</p> <p><b>Baseline</b></p> <p>2. 2016-2017 45% of K-8 students are meeting standard on the TESD mid year math benchmark</p>	<p>2. During the 2019-2020 school year 74% of students in K-1st grades met or exceeded standard on the TESD mid year math benchmark. 24% of students in 2nd - 8th grade met or exceeded standard on the mid year math benchmark. In grades K-1st the goal was exceeded by 42%. The expected outcome was not achieved in grades 2nd-8th, the goal was missed by 8%..</p>
<p><b>Metric/Indicator</b></p> <p>3. Implementation of academic content/performance standards</p>	<p>3. 2019-2020 100% of students are receiving instruction aligned to academic content/performance standards.</p>

<b>Expected</b>	<b>Actual</b>
<p><b>19-20</b></p> <p>3. Maintain 100% implementation of all academic content/performance standards</p> <p><b>Baseline</b></p> <p>3. 2016-2017 100% of students are receiving instruction aligned to academic content/performance standards</p>	

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>1. Provide students with access to technology and resources for student research and learning in Math through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician.</p>	<p>Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1</p> <p>Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 1</p> <p>Infrastructure support and upgrades 6000-6999: Capital Outlay Supplemental and Concentration Expense reported in Goal 1</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration</p>
<p>2. Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 2,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 2231.59</p>
<p>3. Provide students with incentives and awards to recognize and encourage increased achievement in math.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration</p>
<p>4. Summer school will no longer be funded out of the LCAP</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 1  Clerical Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 1  Materials and Supplies 4000- 4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1	
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration Expense reported in Goal 1	

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented through the first three quarters of the school year. Due to COVID-19 a limited number award assemblies had to be cancelled. Funds that were not spent were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although the 2019-2020 school year ended with students learning from home, all students were able to access math through individualized work packets. Small group intervention was provided for our students through March. Students showed academic growth in Math. When students were on campus, all students had access to technology. Students receiving special education services were provided with work to support practice toward individualized learning goals. All students had access to ancillary math materials both hard copy and online. Prior to the last quarter of the school year, students were recognized at our TESD quarter awards assemblies.

# Goal 3

Increase academic achievement of all English learners.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 1. California Assessment of Student Performance and Progress (CAASPP) System ELA <b>19-20</b> 1. For the 2019-2020 school year our goal is to increase ELA CAASPP achievement for EL students by 5.7 points in order to decrease our distance from standard to -23.9.</p> <p><b>Baseline</b> 1. 2015-2016 19% of EL students meeting or exceeding state standards in ELA</p>	<p>1. For the 2018-2019 school year our EL students increased by 4.7 points in order to decrease our distance from standard to -23.9.(Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard)</p>
<p><b>Metric/Indicator</b> 2. California Assessment of Student Performance and Progress (CAASPP) System Math <b>19-20</b> 2. For the 2019-2020 school year our goal is to increase Math CAASPP achievement for EL students by 8.4 points in order to decrease our distance from standard to -49.9.</p> <p><b>Baseline</b> 2. 2015-2016 20% meeting or exceeding state standards in math</p>	<p>2. For the 2018-2019 school year our EL students increased by 10.2 points in order to decrease our distance from standard to -47.6 (Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.)</p>

Expected	Actual
<p><b>Metric/Indicator</b> 3. EL Reclassification Rate</p> <p><b>19-20</b> 3. Increase reclassification numbers by 5% to 31%</p> <p><b>Baseline</b> 3. 2016-2017 6%</p> <p><b>Metric/Indicator</b> 4. CA School Dashboard EL Learner Indicator</p> <p><b>19-20</b> 4. Maintain a status level of high</p> <p><b>Baseline</b> 4. 2016-2017 Status level of high</p>	<p>3. 2019-2020 The overall rate of reclassified students were 18.6 percent. We did not meet our goal of 29%.</p> <p>4. 35.5% of our EL students are making progress towards English language proficiency. The performance level is low. To maintain a status level of high which means that 55% to less than 65% of English learner students will increase at least one ELPI level or maintain the ELP criterion (Level 4). (Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.)</p>
<p><b>Metric/Indicator</b> 5. Implementation of ELD standards, programs, and services</p> <p><b>19-20</b> 5. 100% of students are receiving instruction aligned to the ELD standards</p> <p><b>Baseline</b> 5. 100% of students are receiving instruction aligned to the ELD standards</p>	<p>5. 100% of students are receiving instruction aligned to the ELD standards</p>
<p><b>Metric/Indicator</b> 6. The percentage of ELs who make progress toward English proficiency on the CELDT</p> <p><b>19-20</b> 6. Increase number of students who score at a performance level of 4 on the ELPAC to 52.6%</p> <p><b>Baseline</b> 6. 2016-2017 79.9% of students making progress towards academic proficiency on the CELDT</p>	<p>6. The 2018-2019 ELPAC results were Level 4 - Well Developed - 16.07% Level 3 - Moderately Developed - 50.82% Level 2 - Somewhat Developed - 24.59% Level 1 - Beginning Stage - 8.52% (Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.) Students did not complete the Summative ELPAC due to school closure.</p>

Expected	Actual		
<b>Actions / Services</b>			
<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>	
1. Provide a STEM enrichment teacher in order to accelerate EL students acquisition of oral language fluency, academic vocabulary, and writing proficiency in STEM subject areas.	STEM Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 102,203	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 104,739.57	
2. Provide all English Language Learners students with access to technology and resources for student research and learning	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1	4000-4999: Books And Supplies LCFF Supplemental and Concentration	
3. Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA, and math.	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1		
4. Summer school will no longer be funded out of the LCAP	1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1		
5. Provide all EL students with access to ancillary materials including leveled readers, news magazines, and workbooks.	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,500	4000-4999: Books And Supplies LCFF Supplemental and Concentration 411.92	

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented through the first three quarters of the school year. Due to COVID-19 a limited number of award assemblies had to be cancelled. Funds that were not spent were not reallocated.



A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although the 2019-2020 school year ended with students learning from home, all students were able to access ELD through individualized work packets. Designated and integrated ELD was provided for our students through March. When students were on campus, all students had access to technology. All students had access to ancillary math materials both hard copy and online. Prior to the last quarter of the school year, students were recognized at our TESD quarter awards assemblies.

## Goal 4

Improving school climate while increasing pupil attendance and decreasing chronic absenteeism.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            1. Attendance rate  <b>19-20</b>            1. Increase attendance rates by .5% to 96.8%</p> <p><b>Baseline</b>            1. 2016-2017 96.5% K-8 Attendance rate</p>	<p>1. 2019-2020 96% K-8 attendance rate. The rate was based on attendance through March 12, 2020. Due to the COVID-19 pandemic, school was closed for in person learning.</p>
<p><b>Metric/Indicator</b>            2. Chronic absentee rate  <b>19-20</b>            2. Decrease the chronic absentee rate by .5% to 6.1%</p> <p><b>Baseline</b>            2. 2016-2017 6%</p>	<p>2. 2018-2019 chronic absentee rate is 3.1% per the CA School Dashboard. It declined by 3.4%. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard</p>
<p><b>Metric/Indicator</b>            3. Pupil suspension rate  <b>19-20</b>            3. Reduce suspension rate by .5% to .9%</p> <p><b>Baseline</b></p>	<p>3. 2018-2019 suspension rate was 1.5% per the CA School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard</p>



Expected	Actual
<p>3. 2015-2016 3% suspension rate, 23 unduplicated pupils suspended</p>	
<p><b>Metric/Indicator</b> 4. Pupil expulsion rate</p>	<p>4.2018-2019 Less than 1% of students were expelled. No students were expelled during the 2019-2020 school year. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard</p>
<p><b>19-20</b> 4. Maintain a pupil expulsion rate of 0 unduplicated pupils expelled</p>	
<p><b>Baseline</b> 4. 2015-2016 0% expulsion rate 0 unduplicated pupils expelled</p>	
<p><b>Metric/Indicator</b> 5. Middle school dropout rate</p>	<p>5. 2018-2019: 0 students dropped out of school. 2019-2020: 0 students dropped out of school.</p>
<p><b>19-20</b> 5. Maintain a middle school dropout rate of 0</p>	
<p><b>Baseline</b> 5. 2015-2016: 0</p>	
<p><b>Metric/Indicator</b> 6. California Healthy Kids Survey</p>	<p>During 2019-2020 the Healthy Kids Survey was administered to all 5th and 7th grade students as well as staff members.</p>
<p><b>19-20</b> 6.The California Healthy Kids Survey will be administered during the 2019-2020 school year for 5th and 7th grade students</p>	
<p><b>Baseline</b> 6. Baseline to be established in 2018-2019</p>	
<p><b>Metric/Indicator</b> 7. Local LCAP parent and employee survey</p>	<p>During 2019-2020 A Local LCAP survey was given to all parents and students. Twenty eight parents participated in the survey. Students in 5th - 8th grade took the LCAP survey. One hundred sixty-two students participated in the survey.</p>
<p><b>19-20</b> 7. Base line to be established in 2019-2020</p>	
<p><b>Baseline</b> 7. Baseline to be established in 2018-2019</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide students with incentives and awards to recognize and encourage increased achievement and attendance.	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1	4000-4999: Books And Supplies LCFF Supplemental and Concentration
2. Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the chronic absentee rate. To assist with establishing a positive school climate and implementation of the SARB process.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 22,840
Provide a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support. The social worker will work to increase attendance and decrease the chronically absent. The social worker will help with the implementation of the SARB process.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 19,375.36
4. Provide an LVN to assist with student health issues and family outreach.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 39,162	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 39,209.49
5. Provide additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 26,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented for Goal 4 except for the end of year award assemblies that were cancelled due to COVID-19. For action item 4 we used funds to support our LVN and purchase an additional 10 contracted days for our RN. Additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate was paid for by Title I. Funds that were not spent were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The focus of Goal 4 is to provide increased services and support for our unduplicated pupils by decreasing both the chronic absentee rate as well as the suspension rate. We accomplished this in a variety of ways, first we used our increased social service and health support in order to follow through with our families on health and attendance concerns. Our increased psychologist and counseling

support allowed us to provide increased services for students with behavioral and emotional needs. We believe we have been very successful accomplishing our goals within these priority areas for the 2019-2020 school year. Action 5, to provide additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate was taken out of the LCAAP funding and paid for with Title I funding. Challenges faced with this goal were that students and staff struggled to stay connected with technology, therefore impacting daily attendance. Additionally, students struggled in home environments that were not conducive to learning due the limited space for multiple children and lack of supervision. Students were struggling to establish a routine. Many of our families faced health and mental health challenges that impacted student attendance. Additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate was provided but paid for with Title I funding.

## Goal 5

To improve the participation and increase learning opportunities for parents.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<p><b>Metric/Indicator</b> 1. Opportunities for parent involvement in district decision making.</p> <p><b>19-20</b> 1. Provide at least 5 opportunities for parent involvement in district decision making.</p> <p><b>Baseline</b> 1. 2016-2017: 5 Opportunities for parent involvement in district decision making.</p>		<p>1. 2019-2020: 4 Opportunities for parent involvement in district decision making</p>
<p><b>Metric/Indicator</b> 2. Opportunities for parent education in school wide programs.</p> <p><b>19-20</b> 2. Provide at least 2 opportunities for parent education in school wide programs</p> <p><b>Baseline</b> 2. 2016-2017 2 opportunities for parent education in school wide programs.</p>		<p>2. 2019-2020: 30 Opportunities for parent education in school wide programs</p>
<p><b>Metric/Indicator</b> 3. Number of school sponsored parent events.</p>		<p>3. 2019-2020: 4 sponsored parent events</p>

Expected	Actual
<p><b>19-20</b></p> <p>3. Host a minimum of 6 school sponsored parent events</p> <p><b>Baseline</b></p> <p>3. 2016-2017 6 school sponsored parent events</p>	
<p><b>Metric/Indicator</b></p> <p>4. Number of parents, including those of unduplicated pupils and special needs pupils, who attend parent conferences in order to receive and give input regarding their students' academic program and progress</p> <p><b>19-20</b></p> <p>4. Increase parent conference attendance rate by 2%</p> <p><b>Baseline</b></p> <p>4. 2016-2017 93% Parent conference attendance rate</p>	<p>4. 2019-2020: parent conferences attendance rate increased by 7%. 98% of parents, including those of unduplicated pupils and special needs pupils, who attend parent conferences in order to receive and give input regarding their students' academic program and progress. In 2018-2019, 91% of parents attended conferences. The district exceeded the goal of 2% increase of the previous year.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 4,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 585.00</p>
<p>2. Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the truancy rate. To assist with establishing a positive school climate, parent outreach, and implementation of the SARB process.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4</p>	
<p>Provide a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support. The social worker will work to increase attendance and decrease the chronically absent. The social worker will help with the implementation of the SARB process.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4</p>	
<p>4. Provide an LVN to assist with student health issues and family outreach.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. Provide parent access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication.	Concentration Expense reported in Goal 4  4000-4999: Books And Supplies Supplemental and Concentration 1,000  Not Applicable	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 1,567.50

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 TEDS was not able to host all of it's planned school sponsored activities or parent involvement meetings that were planned for the end of the school year. For action 5 in lieu of paying for Aeries the district paid for Blackboard connect as a parent communication tool. Funds that were not spent were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For goal 5 most actions and services were implemented in order to help improve participation and increase learning opportunities for parents. We met our goal in providing opportunities for parent education and feedback regarding our school wide programs as well as opportunities for parents to see their children perform and engage with staff and students until the school closure in March. Due to school closure and families not having technology and hotspots we were not able to host any meetings remotely until hotspots were purchased and devices were handed out to all students.



## Goal 6

To provide and equip a multipurpose room and improve school facilities which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

<b>Expected</b>	<b>Actual</b>
<p><b>Metric/Indicator</b></p> <p>1. Percentage of students who participate in music during the regular school day.</p> <p><b>19-20</b></p> <p>1. 5% increase in students participating in music during the regular school day</p> <p><b>Baseline</b></p> <p>1. 2016-2017: 18% of students participated in music during the regular school day.</p>	<p>1. 2019-2020 0% of our students participated in music during the regular school day.</p>
<p><b>Metric/Indicator</b></p> <p>2. Number of VAPA events available to entire school community</p> <p><b>19-20</b></p> <p>2. Host at least 4 VAPA events available to entire school community</p> <p><b>Baseline</b></p> <p>2. 2016-2017: Hosted 4 VAPA events</p>	<p>2. 2019- 2020 2 VAPA events hosted</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings.	6000-6999: Capital Outlay Supplemental and Concentration 200,000	6000-6999: Capital Outlay LCFF Supplemental and Concentration 200,000
2. Provide music and theater equipment for visual and performing arts for all students.	4000-4999: Books And Supplies Supplemental and Concentration 4,500	4000-4999: Books And Supplies LCFF Supplemental and Concentration 760.75

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to school closure TESD was unable to host all of the planned VAPA events. Events that were planned for spring had to be cancelled due to the COVID-19 pandemic. Due to staffing issues for the 2019-2020 school year we were not able to hire a music teacher. Funds that were not spent were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For goal 6 most actions and services were implemented in order to assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement. TESD was able to host 2 VAPA events. Due to the school closure the two full night theater productions that were planned by our middle school drama elective had to be cancelled. We were unable to provide music instruction for the 2019-2020 school year due to staffing.



# Goal 7

Maintain class sizes of 24:1 or less across grades TK-8.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1. Class size of less than or equal to 24:1</p> <p><b>19-20</b></p> <p>1. Class sizes by grade level: Less than 24:1 across grades TK-8</p> <p><b>Baseline</b></p> <p>1. 2016-2017: Maintained 24:1 in all grade levels except 2, 4, and 5.</p>	<p>1. 2019- 2020 All classes were maintained at or below 24:1 except two 4th grade classes with ratios of 28:1, 5th grade with ratios of 26:1 and 27:1 along with one 4/5 combo with 25:1. Two of our 8th grade classes had a ratio of 25:1 and 26:1.</p>
<p><b>Metric/Indicator</b></p> <p>2. Meeting or exceeding standards on the ELA portion of the CAASPP.</p> <p><b>19-20</b></p> <p>2. For the 2019-2020 school year our goal is to increase ELA CAASPP achievement by 5 points in order to decrease our distance from standard to -20.</p> <p><b>Baseline</b></p> <p>2. 2016-2017: 33% of students met or exceeded standard on ELA portion of the CAASPP.</p>	<p>2. 2018-2019: Our students increased 9 points and are -14.9 points from standard. (Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.)</p>
<p><b>Metric/Indicator</b></p>	<p>3. During the 2018-2019 School year students exceeded their goal of 7.8 points on the CAASPP Math Assessment. Our students</p>

<b>Expected</b>	<b>Actual</b>
<p>3. Meeting or exceeding standards on the math portion of the CAASPP.</p> <p><b>19-20</b></p> <p>3. For the 2019-2020 school year our goal is to increase Math CAASPP achievement by 7.8 points in order to decrease our distance from standard to -46.5.</p> <p><b>Baseline</b></p> <p>3. 2016-2017: 26% of students met or exceeded standard on the math portion of the CAASPP.</p>	<p>increased 11.1 points and are now -42.8 points from standard.(Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard)</p>
<p><b>Metric/Indicator</b></p> <p>4. Attendance rate</p> <p><b>19-20</b></p> <p>4. For the 2019-2020 school year this metric will be removed from goal 7 as it is already reported in goal 4.</p> <p><b>Baseline</b></p> <p>4. 2016-2017 96.5% attendance rate</p>	
<p><b>Metric/Indicator</b></p> <p>5. Suspension rate</p> <p><b>19-20</b></p> <p>5. For the 2019-2020 school year this metric will be removed from goal 7 as it is already reported in goal 4.</p> <p><b>Baseline</b></p> <p>5. 2015-2016 3% suspension rate</p>	

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>1. Provide small class sizes through the funding of additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement.</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 349,248</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 351,869.42</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted actions were implemented and there were no material differences in 2019-2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All classes were maintained at or below 24:1 except two 4th grade classes with ratios of 28:1, 5th grade with ratios of 26:1 and 27:1 along with one 4/5 combo with 25:1. Two of our 8th grade classes had a ratio of 25:1 and 26:1. These small class sizes allow us to focus our instruction on individual student needs which has led to several years of consecutive growth on the ELA portion of the CAASPP. We hold that our small classes have an overall positive impact on our students and are an integral component to our school climate. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. Students were not tested on the CAASPP. Goals were met in providing small class sizes except for a 5 classes.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Tipton Elementary School will move to in-person instructional offering in phases. Students will begin with in-person instruction two days per week.</p> <p>The following actions contribute to increasing improved services: State adopted curriculum will be utilized alongside pacing guides focused on essential standards</p> <p>Teachers and instructional aides will be provided professional development for hybrid instruction (Eduprotocol)</p> <p>Instruction will be recorded or live sessions through digital platforms in Google Suite for Educators to support transitional learning from in-person to remote</p> <p>learning (Zoom is provided a quality platform for continuity of small group instruction)</p> <p>Use of teacher-selected materials (e.g. StudySync, Lexia, MobyMax, GoMath, Studies Weekly, Journeys, other district-adopted textbooks, etc.)</p> <p>Formative assessments will be used to drive instruction with programs such as Reading A-Z, RAZ kids, Moby Max, and Nearpod)</p> <p>Professional Development in Integrated ELD in mathematics (county office of education consultant)</p> <p>Extended cleaning and disinfecting of all classrooms and high traffic usage</p>	30,151	13,349.78	Yes
<p>Family Service Worker, supports for families especially those who are Foster, Homeless,</p>	45,305	12,396.95	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Socio-economically disadvantaged and/or English Learners.			
Resource Teacher working with students who have experienced learning loss.	85,167	98,994.04	Yes
Certificated Teachers	468,340	361,542.71	Yes
Two shade structure to support outside learning	55,000	1,187.61	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were limited differences in what was planned actions and/or budgeted expenditures. Two large shade structures were planned for purchase but our district was able to purchase 10 smaller shade structures to support learning and eating outdoors. The district hired a social worker to work five days a week to support the needs of families who are Foster, Homeless, Socio-economically disadvantaged and/or English Learners.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

TESD was not able to offer in-person instruction until a waiver was approved by our local and state health departments. Once the waiver was approved students in grades K-2 were able to return to a hybrid model. The school phased in 3rd - 5th three weeks after the start of our K-2 students. Our middle school students were unable to return to in-person instruction because our county maintained the widespread risk level of more than 8% positive COVID cases. Our county did not move to the substantial risk level until March 16, 2021. We were able to return our middle school students on March 22, 2021 in a hybrid model. Due to the restrictions placed on schools, TESD is not able to accommodate all students on campus each day for in-person learning. A challenge we faced is that parents have opted not to take advantage of in-person instruction and have decided to have their students remain on full distance learning. Our cafeteria staff has been able to accommodate our students who have returned for in person learning by providing hot meals each day as well as providing meals to students in our community that are 18 and younger. We have transported all of our students safely to school each day with out exposure to any cases. Students can access resource within the classroom unlike when they are working remotely. Students who are off campus do not have immediate access to all resources. Students who are on campus have opportunities to engage and collaborate in academic dialogue in a natural setting. All of our students who receive special services have benefitted from the return of in person instruction. The have increased in attendance and engagement.



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ZOOM	1,800	3,205.48	Yes
Tulare County Office of Education Triage Grant- Social Worker	0	0	No
Additional Chromebooks, hot spots to allow for educational access to all students	200,451.29	306,359.74	Yes
Supplies needed for distance learning earbuds, chargers, scanners, computer cases, etc	14,827.74	38,355.17	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Substantive differences include: purchase of uplift desks for teachers, cordless microphones, ergonomic floor mat for extended standing, tablets, and document cameras. In order to support remote teaching and learning accessories were purchased for teachers to teach while on campus to students who were learning from home. Due to the need for additional need for more licenses for Zoom, the cost was increased. Due to the guidelines keeping the school campus closed, there was an increase in need for more devices, including but not limited to: devices too old to update, damaged devices, combination of in-person and remote learning (2:1 devices for students) , lost devices, and newly enrolled students. Remote learning made it necessary to provide students with computer accessories to keep continuity to technology access.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:  
 TESD's choice of online platform for teaching and learning began with Google Suite. Google Doc was part of the platform which was used for communicating with students and maintaining attendance records. Teachers used other components of the Google Suite platform such as, Google: Classroom, Sheets, Calendar, Chat, Meet, Sites, Forms, Hangouts, Keep, Jamboard, Earth, Presentation, and Collections.

On-line, distance learning instructional model:

Use of teacher-selected materials (e.g. district-adopted textbooks, digital content, district-provided online math and reading fluency programs)

Instruction recorded or live sessions through digital platforms in Google Suite for Educators

Personalized instruction through menu-driven activities allowing for self-pacing, monitoring of student time on task and task completion

Student communication through district-licensed digital platform

Use of frequent, brief progress monitoring formative, assessments

Based on teacher, instructional aides, parents, student, and administrator feedback, some our staff was able to transition to online teaching with ease as far as utilizing technology. The majority of staff struggled to learn technology components which was difficult for staff to teach students and parents how to use the technology.

Based on teacher, students, Wellness Triage Social Worker, school psychologist, parent, parent liaison, School Site Council, and English Learner Advisory Committee, and administrator feedback, our students struggled with the lack of social interaction, mental health, inconsistencies in their daily routine, extra curricular activities being taken from them, and struggles within the home environment. The pandemic caused an economic hardship and stress for our families. Our parents did the best they could to support their children with distance learning. Families struggled with connectivity issues and the ability to keep their children engaged and on task while learning from home. Many families struggled because the adults were at work and students were either home alone or with a family member or babysitter. The staff was affected as well with the amount of work that they have had to endure with these challenges to ensure that our students are being taken care (social-emotional wellbeing, academics, health, and over all stability). Teachers initially try to maintain the rigor of in-person learning with distance learning, but quickly readjusted as more time was need to teach online skills to parents, students, and themselves. Our teachers and students focused on essential standards and utilized online platforms to work towards proficiency.

Pupil Participation and Progress:

Tipton Elementary School District provided the state approved combined weekly engagement and daily participation template for all teachers. Teachers monitored synchronous instruction, asynchronous instruction, and assignments. In addition, teachers documented communication with students and families with the district's monthly communication log. All tracking forms were turned in each Friday to the principal. Teachers received a reminder every Friday morning that the tracking form was due. Any student who had an unexcused absence for synchronous learning was monitored by the attendance clerk and principal. Students who did not participate in asynchronous activities or did not complete assigned work was contacted by the classroom teacher to determine what level of support is needed. Lesson plans were turning in weekly. Attendance reports were signed by teachers weekly after review. Any combination of three missing synchronous, asynchronous, or incomplete assignments with triggered the District's re-engagement plan.

Based on attendance clerk, support staff, parents, and administration feedback, as chronic absenteeism, due to technology challenges, increased, attendance became a difficult area to maintain. Multiple home visits were conducted daily, however, the number of necessary visits was difficult with limited resources.

#### Access to Devices and Connectivity:

All students needed to have technology devices and the majority of our families needed internet access that could support distance learning. Hot spots were provided for families and constant technology support was requested. Teachers and students were experiencing a new way of teaching and learning with no training or prior knowledge of best practices to meet the needs of learning loss and to advance academic achievement. Students needed to learn how to navigate online platforms. Students and teachers were often times logged out of class or lagged so much so that the class was not comprehensible. The District had to shift to the Zoom platform to support better connectivity. When students were able to stay online consistently, they were engaged. When students had disruption in connectivity, they often gave up on trying to get back online until the following day.

#### Distance Learning Professional Development:

Based on teacher, instructional aide, and administration feedback, TESD offered professional development opportunities via a distance learning professional development menu that was provided online. Multiple professional development options were offered such as, remote learnings, exporting best practices for distance learning, English language development, supporting students in math, and improving communication. A school site website was developed and shared with teachers for on-going, self-led professional development in the areas of MobyMax, Raz Kids, Google Suite, and Lexia. Staff was overwhelmed with the amount of professional development offered. The staff responded better to the math consultant than the English language development consultant and the self-led professional development. Due to the staff having a previously established relationship with the math consultant, the staff was able to connect with math consultant via Zoom. Professional development in math was an extension of the professional development in 2019-2020.

#### Staff Roles and Responsibilities:

Develop high quality in-class and on-line lessons/ assignments for students that address standards will balancing both learning environments and fostering student/teacher interaction  
Use designated and integrated ELD instructional strategies for English learners, provide appropriate accommodations and/or modifications for students who receive special education services, students with Section 504 plans, to the fullest extent practical.  
Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student/parent questions  
Provide instructional resources and materials through on-line learning means through components of Google Suite or other administrator approved platform.  
Communicate regularly with parents and families regarding expectations and student progress: if student are not engaged in lessons and assignments, teachers should contact: parents, attendance clerk, and/or school principal.  
Participate in professional development and virtual learning sessions intended to support distance learning, as applicable.  
Ensure that you are monitoring District communications for up-to-date information regarding school closure, instructional continuation plans, and distance learning resources.

Based on teacher, instructional aides, school psychologist, Wellness Triage Social Worker, review of communication logs, review of lesson plans, School Site Council, English Learner Advisory Committee, and administration feedback, staff was able to deliver complete lessons and worked tirelessly to build connections with students and the community. Staff protected ELD time and delivered



language development lessons to the best of their ability. Special education services continued with the online platform. Multiple home visits were made to support special education students who were struggling with schedules and online learning programs. Section 504 plans were followed to the fullest extent practical. Separate setting for assessments was only able to be provided for students when they returned to campus, however families were encouraged to provide a quiet learning spot for their students. Staff communicated frequently with families, often times communicate happened in real time as parents were online with students at times. Staff responded appropriately to all updated information.

Support for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness: Based on special education support team, teacher, school psychologists, Wellness Triage Social Worker, review of IEPs and 504s, parents, parent liaison, teachers, instructional aides, and administration feedback, students with special needs were provided access to a large variety of programs in order to support their growth and academic achievement. Included in this was access to differentiation through computer based programs, instructional aide support, and leveled texts. Students were offered small group instruction and intervention through Zoom and speech and language services continued online, when appropriate, Ongoing collaboration with the special education team and general education staff was maintained. English learner students were provided translation support and support from instructional aides in the remote classrooms. Instructional aides designed Google classrooms where English learners who were struggling would be able to receive support in small group instruction. This was beneficial for this group of students as they were provided with opportunities to ask additional questions for clarification. Students in foster care and experiencing homelessness struggled deeply with mental health. Communication via email, phone calls, and home visits was extensive for this population of students. The students struggled with going from one Google Classroom to another to access their services. Visual supports and one on one support via home visit was necessary to support the unique needs. TESD administration stayed in communication with TCOE Foster Youth and Homeless Coordinator as students transitioned into these circumstances. Communication with the resource parents for foster youth was key to student success.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Extended Learning hours for support and or enrichment on Specific Saturdays or after school hours.	20,000	0	Yes
Classified Staff supporting students with exceptional needs, English Learners, Foster Youth, Homeless and socio-economically disadvantaged students.	183,257	181,225.56	Yes
Special Education Teacher monitoring IEP's and working with students to meet their goals.	31,625	0	No
School Psychologist on campus to support our students and parents	30,000	18,348	Yes
LVN to provide support and services for our students with medical need	25,560	32,559.29	Yes
County Nurse to provide support and services for our students with medical needs	7,000	9,962.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Most of the planned actions and/or budgeted expenditures were implemented. Extended learning hours for support were built in to the school day and prior to teachers' end of day. Due to lack of staff, TESD was not able to provide extended learning hours outside of the school day. Saturday school was held but not to address pupil learning loss.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Based on the TESD STAR Reading assessment, students were experiencing learning loss:

Winter 2019 STAR Reading Below Grade Level:

2nd Grade-28%

3rd Grade- 25%

4th Grade- 38%  
5th Grade- 39%  
6th Grade- 14%  
7th Grade- 16%  
8th Grade- 17%

Fall 2020 STAR Reading Below Grade Level:

2nd Grade-74%  
3rd Grade- 68%  
4th Grade- 76%  
5th Grade- 81%  
6th Grade- 79%  
7th Grade- 81%  
8th Grade- 71%

Based on feedback from teachers, administrators, special education teacher, and instructional aides, analysis of the significant difference in number of students below grade level from the Winter 2019 STAR assessment to the Fall 2020 STAR assessment, our team made several efforts to address learning loss. Students showed progress in the local Winter STAR assessments. Classified staff focused on supporting students with exceptional needs, English Learners, Foster Youth, homeless and socio-economically disadvantaged students through break out rooms via Zoom, creating their own Google Classrooms, and meeting with students in small group with access to the teacher's Google classroom. The teachers are accommodating students needs through in-person instruction and remote instruction. Essential standards were selected, school wide to focus on the most important standards. Teachers are supporting students through office hours, after school hours, and supporting students through holiday breaks. The implementation of the GoGuardian system gave teachers the ability to monitor student activity while at home and in class remotely. Diagnostic assessments were administered in the month of September to analyze the extent of learning loss in the domains of English language arts, mathematics, and English language development. Based on the analysis of the results, instruction for whole class, small group, and individuals was adjusted according to student need. Teachers are collaboratively backwards mapping for learning recovery. Designated English Language Development time was protected in the master schedule. All students were provided access to technology and resources for student research and distance learning and provided access to ancillary materials including leveled readers and workbooks in an online platform for distance learning. The special education teacher was able to hold IEP meetings remotely and collect electronic signatures. The school psychologist was able to conduct home visits to support students with high emotional needs, to provide mental health referrals, and deliver resources for students. The LVN assisted in contact tracing and Covid mitigation to students and families at home. Some challenges include: an increased number of students who are actively researching or planning self harm, students who were struggling to have a normalized sleep schedule, students who were home alone, students who were caring for younger siblings, students being cared for by older grandparents who struggled to navigate technology issues, and special needs students who found it difficult to navigate going from one class to another on the computer, students who did not have transportation to pick up meals, students who are not present on line and leave the screen during instruction, turn their cameras

off and generally are not present and engaged in learning. Students struggle with a multitude of distractions at home that impede learning.

Winter 2020 STAR Reading Below Grade Level:

2nd Grade-58%  
3rd Grade- 71%  
4th Grade- 56%  
5th Grade- 68%  
6th Grade- 86%  
7th Grade- 66%  
8th Grade- 61%

The percentage of students below grade level decreased in response to our team's efforts.

Based on the TESD STAR Math assessment, students were experiencing learning loss:

Winter 2019 Math Below Grade Level:

2nd Grade-34%  
3rd Grade- 17%  
4th Grade- 22%  
5th Grade- 40%  
6th Grade- 32%  
7th Grade- 37%  
8th Grade- 45%

Fall 2020 Math Below Grade Level:

2nd Grade- 71%  
3rd Grade- 70%  
4th Grade- 56%  
5th Grade- 57%  
6th Grade- 79%  
7th Grade- 72%  
8th Grade- 66%

In analysis of the significant difference in the number of students below grade level from Winter 2019 STAR assessment to the Fall 2020 STAR assessment, our team implemented the aforementioned efforts, worked closely with our math consultant to build our capacity in distance learning lessons and focused our California Ed Partners work to improve math achievement for 8th graders with D and F grades.

Winter 2020 Math Below Grade Level:

2nd Grade-57%

3rd Grade- 49%

4th Grade- 56%

5th Grade- 68%

6th Grade- 86%

7th Grade- 66%

8th Grade- 61%

The percentage of students below grade level decreased in response to our team's efforts.

The leadership team working with CA Ed Partners focus on 19 students who were struggling academically with Ds and Fs in ELA and Math. 23.3% of the eighth grade students had a D or F in ELA and 44.2 % of the students had a D or F in math. The leadership team implemented a Plan, Do, Study, Act cycle that included a check-in/check-out system for building connectedness with our focus group. At the end of the second quarter, 15.9% of students had a D or F in ELA and 29.5% of students had a D or F in math. At the end of the third quarter, 20.45% of students had a D or F in ELA and 29.5% had a D or F in math. At progress reports for fourth quarter the team had stopped the check-in/check-out process, 20.45% had a D or F in ELA and 32% had a D or F in math. Feedback from the leadership team and School Site Council was to continue with the Check-in/Check-out system to build relationships. Three of the students who were in jeopardy of graduating, were able to improve their grade enough that they were able to participate.



## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

In 2019-2020, the California Healthy Kids Survey was given to 5th and 7th grade students. Fifth grade data included: 61% female, 39% male, 39% attend afterschool program 1-5 days per week, 51 out of 70 fifth grade students participated in the survey (73%) and the seventh grade data include: 58% female, 43% male, 5% attend afterschool program no less than 5 days per week, 40 out of 45 seventh grade students participated in the survey (89%).

Based on the student feedback:

Feel School Connectedness-

79% of 5th grade females

67% of 5th grade males

65% of 7th grade females

66% of 7th grade males feel

Feel safe at school-

90% of 5th grade females

80% of 5th grade males

78% of 7th grade females

71% of 7th grade males

Feel there are caring adults at school-

86% of 5th grade females

83% of 7th grade males

72% of 5th grade females

76% of 7th grade males

Feel safe on their way to and from school-

83% of 5th grade females

65% of 5th grade males

Feel that adults at school have high expectations-

90% of 5th grade females

87% of 5th grade males

93% of 7th grade females

88% of 7th grade males

Report that mean rumors have been spread about them-  
47% of 5th grade females  
55% of 5th grade males

Feel that school is meaningful-  
51% of 5th grade females  
42 % of 5th grade males  
30 % of 7th grade females  
33 % of 7th grade males

Have been called bad names or been a target of mean jokes-  
37% of 5th grade females  
40% of 5th grade males

Feel that their parents have opportunities to get involvement in school activities-  
87% of 5th grade females  
76% of 5th grade males  
77% of 7th grade females  
69% of 7th grade males

Have been harassed or bullied-  
13% of 7th grade females  
24% of 7th grade males

In 2020-2021, an LCAP Survey was administered to students in grades 6-8. 106 student responses were collected, comprised of 52% 6th grade, 43% 7th grade, and 5% 8th grade.

Based on student feedback:

In ELA class:

20 students felt that they performed better with distance learning than in the regular classroom, 18%.  
34 students felt that they did not perform as well with distance learning as they did in the regular classroom, 33%  
52 students felt that they performed about the same with distance learning as they did in the regular classroom, 38%.

In Math class:

25 students felt that they performed better with distance learning than in the regular classroom, 23%.  
41 students felt that they did not perform as well with distance learning as they did in the regular classroom, 39%  
52 students felt that they performed about the same with distance learning as they did in the regular classroom, 38%.

**In Science class:**

17 students felt that they performed better with distance learning than in the regular classroom, 16%.  
33 students felt that they did not perform as well with distance learning as they did in the regular classroom, 31%  
56 students felt that they performed about the same with distance learning as they did in the regular classroom, 53%.

**In PE class:**

19 students felt that they performed better with distance learning than in the regular classroom, 18%.  
28 students felt that they did not perform as well with distance learning as they did in the regular classroom, 26%  
59 students felt that they performed about the same with distance learning as they did in the regular classroom, 56%.

**In History/SS class:**

29 students felt that they performed better with distance learning than in the regular classroom, 27%.  
29 students felt that they did not perform as well with distance learning as they did in the regular classroom, 27%  
48 students felt that they performed about the same with distance learning as they did in the regular classroom, 46%.

**In ELD class:**

25 students felt that they performed better with distance learning than in the regular classroom, 24%.  
22 students felt that they did not perform as well with distance learning as they did in the regular classroom, 21%  
59 students felt that they performed about the same with distance learning as they did in the regular classroom, 55%.

**Believe Education is Important for Their Future:**

57 students believe almost all students believe education is important, 54%.  
45 students believe some students believe education is important, 42%.  
4 students believe only a few students believe education is important, 4%.

**Upon returning to campus, I will need the most help with:**

51 students will need help in math  
17 students will need help in science  
12 students will need help in language arts  
11 students will need help in PE  
10 students will need help in history  
5 students will need help in ELD

**Upon returning to school, I fear:**

43% fear being safe from Covid  
20% if friendships will still be there  
23% if I will be able to catch up academically



The Family Triage Social Worker has provided mindful lessons for our upper grade students. We have been able to successfully submit mental health referrals and most parents have followed through to get their students support. The district has been able to utilize three different monitoring systems that indicate what students are researching while using the district's devices. Students struggling with depression, anxiety, and thoughts of hopelessness have been connected with the school psychologist for informal support. The upper grade students have benefited from Life Skills lesson provided by the county office of education. Challenges have been not being able to respond immediately as when the students are on campus. Communicating with parents is a challenge due to the lack of phone numbers that work. The increased amount of needed mental health support was expansive and not having enough resources to address our staffs mental health needs.

### **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Based on the LCAP parent survey, School Site Council, and English Language Advisory Committee feedback:

Parents have expressed their desire to increase involvement in school decision making and participation in school events.

TESD will respond to parents request for training in how to support their students in academic areas.

Families have expressed that they would like to attend award presentations in person to celebrate their children's successes and achievements.

Their students are feeling more anxiety and sadness during remote learning.

Based on the 2019-2020 daily apportionment by month our daily average attendance was 96.01%.

Based on our 2020-2021 current, chronic absenteeism rate includes: 18.9% of all students, 10% of foster youth, 18.1 % Hispanic, 41.7% homeless, 18.5% Long-term English Learners, 5.1% redesignated English learners, 18.6% lower socio-economic, 5% Special Education, and 34.6% of white students.

Daily student participation is documented each school day. Daily participation included, but was not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments and contact with teachers. Unexcused absences of 5 or more were reviewed weekly at the beginning of the year. Weekly engagement forms were turned in weekly. Teachers reported attendance concerns to principal. The principal and school social worker utilized a root cause analysis questionnaire for student absenteeism to determine if the cause was academic conditions, safety concerns, social dynamics, home situations, health status, school culture, or other identified disabilities to determine support for improving attendance. The parent liaison has provided multiple opportunities for families to engage in meetings regarding access of resources provided by the county, acquiring citizenship, developing an understanding vaping and how to prevent their children from using drugs, providing information about health services in town, and giving out gift certificates to the local grocery store. The school social worker offered an opportunity for parents to engage in training in time management and technology skills. The Wellness Triage Social Worker provided a training for our community on suicide prevention.

A challenge we faced was a change in personnel and review became more inconsistent in the middle of the school year.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Prior to bringing students back to campus, our team was providing meals through drive through pick-ups that followed the Covid mitigation guidelines. We had communicated to through teleparent messages. Based on lack of participation, our team produced flyers to post throughout the community. Our food services director spoke with several business partners and share information regarding drive throughs. The number of meals distributed nearly doubled with additional communication methods. Based on feedback from participating families, our drive through times needed to be adjusted to a later time so that additional families could participate. Consistent and repeat participants came through the drive through after the time was changed. Parents of students who had students who utilized school transportation expressed that they were not able to get to the drive through pick ups. Our bus drivers began to deliver meals to bus stops for families who could not drive to the school site. All bus routes were distributing meals to all bus riders. Based on feedback from teachers and administration, some students in town did not have access to the school meals because parents were working, lack of transportation, students were taking care of younger siblings, and/or school schedule interfered with drive through times. Our team developed a meal route in town to serve students who lived in town. Thirty to forty meals are served to students in town, twice per week. Based on student, parent, bus driver, and cook helper feedback, concern for meal quality was raised. Our team began to order our food through a different company that provided more variety and better quality food. The community responded with appreciation.

Some students were able to return to school in a hybrid model beginning in November. Our team was providing meals through drive throughs for our students participating in remote learning and serving students on campus. Based on feedback from our parent liaison, teachers and bus drivers, the schedule for delivery and drive throughs needed to work around the school bell schedule. This would afford students having breakfast before class started and limit instructional minute disruption. Teachers reported that students were able to focus on school work and were enjoying the warm components of the meals provided. Students were not eating during class as they had been in the past with online learning. Challenges included making schedules to accommodate the community and not having enough vehicles prior to the purchase of our school van. Another challenge was not having enough staff to prepare food and having to provide meal pick ups, delivering of meals and serving meals for our students each day. Schedules were changed frequently to adjust to the needs of our staff, students and community.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Due to economic disadvantage, some of our students do not have transportation to get to the school site to pick up meals. A school van will need to be purchased in order to provide delivered meals to students who are participating in distance learning.	45,000	37,123.23	No
Distance Learning Program (Distance Learning Professional Development)	Professional Development for staff in the areas of instruction through the use of technology, Designated and Integrated ELD in distance learning.	1,312.50	1,268.75	Yes
Mental Health and Social and Emotional Well-Being	Purchase equipment such as fidgets, wiggle seats, books to deal with social stories for students dealing with anxiety, gratitude journals etc.	1,000	0	Yes
Distance Learning Program	Document cameras, additional monitors and web cameras to support online learning for teachers and students. Cables, and necessary tools to connect document cameras and monitors etc.	11,403.53	12,708.35	Yes
Distance Learning Program (Access to Devices and Connectivity)	Computers for support staff and subs to support online learning	15,000	10,952.80	No
In-Person Instructional Offerings	Touchless dispensers to promote safety for students and staff	50,750	75,500	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Most of the planned actions and budgeted expenditures for the additional plan requirements were implemented. The substantive difference is that the district did not purchase equipment such as fidgets, wiggle seats, books to deal with social stories for students dealing with anxiety, gratitude journals etc. TESD used already available resources to meet students' needs. The district did spend more than estimated for touchless devices as well as support items for staff in supporting online learning.

## **Overall Analysis**

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Based on teacher feedback regarding the stress and lack of academic progress caused by implementing in-person and remote learning at the same time, the district would need to develop a goal that would include a plan for meeting the learning needs of students in-person and off campus learning.

Based on the current benchmark data and teacher input, the district would benefit from a systematic approach to intervention.

Based on teacher survey data, diagnostic test results and ELA benchmark results, the teachers want professional development in the developmental stages of reading due to students struggling in reading.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

On going assessments for learning loss will be provided and additional supports to address pupil learning loss especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness). Pupils with unique needs will be offered tutoring afterschool and on Saturdays as well as extended summer learning. Students will be provided additional support with push in and pull out services. Diagnostic, benchmark, and standardized assessments will be used to give teachers data for determining next steps for instruction. Diagnostic assessments will be used to help teachers to identify specific skills learned so that they can build off of those skills. The local standardized tests will be used to screen for zone of proximal development in reading and math. Standardized tests will also be used for the purpose of progress monitoring.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences have been addressed in the aforementioned sections.



# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The district will need to focus on supporting student achievement in the area of reading, as measured by the STAR reading assessments and CAASPP. The district will need to focus of supporting students in the area of writing as measured by local writing assessments. Although the district met the goal in the area of math, the district will need to continue to focus in the area of math to increase math proficiency as measured by the STAR math assessments and CAASPP. English learners increased in ELA and Math; however, a small number of students were reclassified. The district will need to consider reclassification in the fall. The chronic absentee rate declined. The district will focus on maintaining and increasing the decline in chronic absenteeism. The district will focus on decreasing suspension and expulsion rate. The district will continue to provide participation and learning opportunities for our parents. The district will continue to hold visual and performing arts activities to support a broad range of study. The district will continue to keep low class sizes to focus on individual student needs that has led to consecutive years of academic growth.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**



- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,530,188.00	1,385,798.02
	0.00	0.00
LCFF Supplemental and Concentration	0.00	1,385,798.02
Supplemental and Concentration	1,530,188.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,530,188.00	1,385,798.02
1000-1999: Certificated Personnel Salaries	699,523.00	685,388.33
2000-2999: Classified Personnel Salaries	366,038.00	353,101.89
4000-4999: Books And Supplies	214,627.00	117,402.08
5000-5999: Services And Other Operating Expenditures	20,000.00	8,962.86
5800: Professional/Consulting Services And Operating Expenditures	20,000.00	20,942.86
6000-6999: Capital Outlay	210,000.00	200,000.00
	210,000.00	200,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,530,188.00	1,385,798.02
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	685,388.33
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	699,523.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	353,101.89
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	366,038.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	117,402.08
4000-4999: Books And Supplies	Supplemental and Concentration	214,627.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	8,962.86
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	20,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	20,942.86
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	20,000.00	0.00
6000-6999: Capital Outlay		0.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	200,000.00
6000-6999: Capital Outlay	Supplemental and Concentration	210,000.00	0.00
		20,000.00	0.00
		0.00	200,000.00
		210,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	750,575.00	642,207.42
Goal 2	2,000.00	2,231.59
Goal 3	103,703.00	105,151.49
Goal 4	115,162.00	81,424.85
Goal 5	5,000.00	2,152.50
Goal 6	204,500.00	200,760.75
Goal 7	349,248.00	351,869.42

\* Totals based on expenditure amounts in goal and annual update sections.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$683,963.00	\$487,471.09
Distance Learning Program	\$217,079.03	\$347,920.39
Pupil Learning Loss	\$297,442.00	\$242,094.85
Additional Actions and Plan Requirements	\$124,466.03	\$137,553.13
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,322,950.06</b>	<b>\$1,215,039.46</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$55,000.00	\$1,187.61
Distance Learning Program		
Pupil Learning Loss	\$31,625.00	
Additional Actions and Plan Requirements	\$110,750.00	\$123,576.03
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$197,375.00</b>	<b>\$124,763.64</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$628,963.00	\$486,283.48
Distance Learning Program	\$217,079.03	\$347,920.39
Pupil Learning Loss	\$265,817.00	\$242,094.85
Additional Actions and Plan Requirements	\$13,716.03	\$13,977.10
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,125,575.06</b>	<b>\$1,090,275.82</b>

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tipton Elementary School District	Cherie Sollian Principal	csollian@tipton.k12.ca.us (559)752-4213

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

The Tipton Elementary School's community treasures each of our students. Our commitment to each child is to provide an educational experience that promotes their academic progress in meeting or exceeding state grade level standards. Tipton Elementary is the main hub of the community. The school is a safe, caring place for all students. Currently, Tipton's student population consists of an enrollment of 527 students with a 93.74% Latino population 4.74% white, 0.38 % Black/African American and .95% Asian. 344 Students were identified as English Learners of which 98% are Spanish speakers. Tipton Elementary is a provision II school and all students receive a free breakfast and lunch. 1.5% of the school's student population is homeless.

All staff at Tipton Elementary is committed to providing each student with learning opportunities that optimizes their potential. Students are held to high expectations and the staff works toward providing an instructional program that is aligned to the Common Core Standards in all areas of the curriculum. With the exception of one teacher, our teaching staff is fully credentialed and possess the training and certification to work with second-language students.

Tipton Elementary School's philosophy of education is to provide a continuation of essential learning. It is our ultimate goal to supply each student with the basic facts, critical thinking skills and experiences to engage today's complex society. These will aid our youth in becoming self-sufficient individuals, mentally, physically and morally so that they can meet the demands of our rapidly changing world. It is essential to instill in each student the importance of individual worth and to create a positive self-image through development in initiative, resourcefulness, and responsibility.

All parents are encouraged to become informed and actively involved. We invite everyone to attend our Back-to- school Night, Parent Education Nights, kindergarten orientations, Open House, informational meetings, and student performances throughout the year. We encourage parents and community members to volunteer in classrooms, and become members of our school committees (SSC, ELAC and PSO). Parents are aware that students are expected to demonstrate achievement of knowledge and skills on school, district, and state performance standards.

Our parent liaison serves to meet with and collaborate with the community to identify needs. The liaison will seek to connect families with services to support and enrich the lives of our students. She serves as a liaison between teachers, parents, students, support staff and the community regarding educational programs, services and various student issues; assist in coordinating and arranging various programs and services to meet the needs of students.

With the school closure in March of 2020, students were not able to end the year on campus. End of the year assessments, celebrations, field trips, and other traditional experiences were not options with the closed campus. Challenges faced with the school closure due to Covid-19 were that students and staff struggled to stay connected with technology, therefore impacting daily attendance. Lack of attendance negatively impacted academic growth. Additionally, students struggled in home environments that were not conducive to learning due the limited space for multiple children and lack of supervision. Students were struggling to establish a routine. Many of our families faced health and mental health challenges that impacted student attendance.

## **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 data is not available for 2020. Using the last data available from 2019, our students increased 9 points toward standard in ELA. In math students increased 11.1 points toward standard. Our English learners increased 11.1 points toward standard in math and 5.4 points in ELA. Our chronic absenteeism declined 3.4%. Based on local data benchmark #1 to benchmark #3, TESD had some success in the area of mathematics. There was an increase in the number of students at grade level, standards met, or standard exceeded in grades 1, 2, 4, 5, and 7. Based on local data benchmark #1 to benchmark #3, TESD had some success in the area of English. There was an increase in the number of students at grade level, standards met, or standard exceeded in grades Kindergarten, 1, 2, 4, 6, 7, and 8. Based on STAR Math data, students at grade level or above grade level increased in grades 2nd through 8th. Based on STAR Reading data, students at grade level or above grade level increased in grades 2nd through 8th.

## **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.

Math continues to be a focus for our students. Students overall are 42.8 from standard and they have increased 11.1 points. English learners increased by 10.2 points and are 47.6 from standard. These data indicate that the district should continue with professional development for teachers in the area of math intervention to narrow the gap in points away from standard for overall students and the English learner group of students. In English Language Arts, overall students are 14.9 points from standard and have increased by 9 points. English learners are 23.3 points from standard and increased by 5.4 points. The difference between overall and the English learner groups indicates the need for professional development in the area of developmental stages of reading (early interventions in reading) and reading comprehension. Although English learners students are 35.5% making progress towards English language proficiency, their performance level is low. We will

continue with professional development for teachers and support staff in the area of English Language Development. These data indicate a need for professional development in the areas of designated and integrated ELD.

## LCAP Highlights

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

For the 2021-2022 school year Tipton Elementary school is focused on improving these metrics:

Decrease ELA and Math distance from standard on the CAASPP for all students

Increase the number of EL students reclassified.

Increase the percent of EL students who are making progress towards English language proficiency.

Improve pupil attendance and reduce the chronic absentee rate.

In order to achieve these goals we will be implementing the following actions:

- \* Provide highly qualified highly trained staff in all TK-8 classrooms with a teacher to pupil ratio of less than or equal to 24:1. Small class sizes allow our teachers to build quality relationships with our students and to develop a deeper understanding of their individual needs.
- \* Provide a systemic reading and math intervention support for students who are performing below grade level with the purpose of accelerating student learning and closing the achievement gap.
- \* Provide a social worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.
- \* Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the truancy rate. To assist with establishing a positive school climate, parent outreach, and implementation of the SARB process. Implementation of attendance incentive plan.
- \* Provide expanded learning recovery opportunities through tutoring.
- \* Use strategic and intentional, intervention student grouping to target essential skills for students to access content standards.
- \* Use of consistency progress monitoring through formative and summative assessments to help guide instruction for learning recovery

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

### **Support for Identified Schools**

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

N/A

### **Monitoring and Evaluating Effectiveness**

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

N/A



# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Tipton Elementary School District has a multifaceted approach to ensure that all of our school community stakeholders are informed and consulted. There is an ongoing dialogue with CTA, CSEA, SELPA, the principal and other administration about the LCAP planning and implementation process. This includes discussions during leadership meetings with teachers and School Site Council meetings. Parents participate in committee meetings and provide feedback through these meetings as well as the ELAC and School Site Council. All ELAC and SSC meetings have discussions around school wide data and the role of the LCAP in the achievement of unduplicated pupils. These quarterly meetings that include representatives from a variety of stakeholder groups have played a vital role in the development of the plan and the changes that are being implemented. CTA and CSEA members, along with staff, parents and students were invited to participate in an LCAP survey. School administration and staff reaches out to the greater community by attending and presenting at the Tipton Town Council and the local Kiwanis meetings. Additionally our parent liaison provided parent meetings. Our goal is ensure that all of the voices of Tipton are heard and reflected in the direction of our school.

A Title I meeting was held on 5/20/21 during the evening to share the following topics with the Tipton Community: certificated salaries, entitlement budgets, the Parent Liaison role, services (Web Based Programs), professional development offered to staff, Extended Learning Summer School, and current student data. Due to Covid-19, CAASPP scores were not available. It was explained that in 2018-2019 the TESD conducted a thorough data collection and analysis process. Through the analysis of state and local assessments it was determined that English language students under performed when compared to other sub groups and school wide average especially in mathematics. It has been determined locally that small group support and a tiered system of intervention with differentiated instruction would be the best strategy to support unduplicated student groups. This includes support from instructional aides who deliver intervention and language support. We have shared these findings with our stakeholders which include School Site Council, staff and the leadership cohort. Community members listened to the Title I information and then shared out opinions of how resources should be shared for students. A variety of meetings were held throughout the school year with our stakeholders, CTA, CSEA, the principal and parents. Meetings were held on 9/2/20, 11/3/20, 3/18/21, 3/30/21, 5/7/21, 5/11/21, and 5/20/21. SELPA meetings were held on 8/31/20, 9/14/20, 9/23/20, 10/5/20, 11/2/20, 12/7/20, 2/1/21, 3/1/21, 4/5/21. Surveys were given to staff and parents on April 6, 14, and 11. Surveys were given to our students to complete on April 6.

A summary of the feedback provided by specific stakeholder groups.

SSC feedback:

Increased agricultural opportunities with use of LCAP to help sustain the school garden and the junior high Ag Elective. Examples of purchases could be flowers, vegetables, herbs, tools, soil, and irrigation. The garden could be used for an outdoor classroom. The school garden is an extension of the broad range of study provided at Tipton Elementary School. Parents wanted better access to technology and increased interventions for students for learning recovery. Parents wanted more opportunities to be involved with student awards and celebrations. Support for mental health.



Support for parents in helping their students with academics at home. Additional communication that is easily accessible by the community. Information displayed publicly and updated regularly (marquee).

**ELAC feedback:**

Family Services Social Worker to continue with parent trainings in English and Spanish and supporting student with attendance. Teachers need to understand English Language Development standards better to support English learners.

English learners were not performing as well as their English only counterparts. Extra intervention support is needed for this student group.

**LCAP Summary for Students:**

106 students from 6th, 7th, and 8th grade took the LCAP survey. 51% of 6th graders, 45% of 7th graders and 3% of 8th graders participated in the survey. Most respondents agree or strongly agree that they felt safe at school prior to COVID-19.

**In the area of English Language Arts:**

18.1 %BETTER with distance learning then in the "regular classroom". 49.1 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 32.1% NOT AS WELL as I would have in the "regular classroom"

**In the area of Math:**

23.6 %BETTER with distance learning then in the "regular classroom". 34.7 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 38.7 % NOT AS WELL as I would have in the "regular classroom"

**In the area of Science:**

16 %BETTER with distance learning then in the "regular classroom". 52.8 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 31.1% NOT AS WELL as I would have in the "regular classroom"

**In the area of PE:**

17.9 %BETTER with distance learning then in the "regular classroom". 55.7 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 26.4% NOT AS WELL as I would have in the "regular classroom"

**In the area of History/Social Studies:**

27.4 %BETTER with distance learning then in the "regular classroom". 45.3 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 27.4% NOT AS WELL as I would have in the "regular classroom"

**In the area of English Language Development:**

23.6%BETTER with distance learning then in the "regular classroom". 55.7 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 20.8% NOT AS WELL as I would have in the "regular classroom"

Responses: Upon returning to campus, I will need the most help in the following subject ...

10.4 % P.E., 48.1% Math, 11.3% Language Arts, 16% Science, 9.4% History, 4.7% ELD

Students reported that they needed:

15.1 % Better Teacher Support/Relationships, 5.7 % Better Parent/Guardian Support Relationships, 5.7% I need more support from BOTH my teacher and parent/guardian., 73.6% I have the supports needed I just need to work/focus more

**LCAP Summary for Parents/Community Members:**

7 community participants completed the online survey, including 4 surveys in Spanish

Significant data includes:

67.7% reported some knowledge of school budget, 33.3% reported little knowledge with school budget.

67.7% reported some knowledge of SPSA, 33.3% reported no knowledge of SPSA

67.7% reported they have very little understanding of how Tipton Elementary School budget supports continuous school improvement and 33.3% have no understanding 93% of respondents feel the need for increase in extracurricular activities

100% responded that they wanted better access to technology

100% of respondents feel that there is a need for academic support that meet students' individual needs

66.7% of respondents feel that there is a need for social and emotional learning

66.7% of respondents feel that there needs to be an increase in positive school culture programs

33% of respondents expressed the need to implement professional development for teachers in the area of integrated and designated English language development.

Respondents shared that they wanted tutoring opportunities for students after school, before school, and/or on Saturdays.

Respondents shared that they wanted additional communication for parents to access. The wanted the school marquee back so that they could see school information in real time.

Respondents shared that they wanted social and emotional support for families.

Respondents shared that they would like to attend student award ceremonies in person.

LCAP Summary for: Teachers

Teachers reported that they would like professional development in the area of reading development stages.

Teachers reported that they would like to better understand the tiered system approach to interventions.

SELPA:

No feedback given.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on stakeholder input, TESD will provide professional development in the areas of reading, math, and English language development. In response to the request for more opportunities in academic support, TESD will provide tutoring to students in the areas of math and ELA. Foster Youth, homeless, and English learners will have priority in tutoring sessions. TESD will continue in providing access to technology for students. In order to provide as much communication as possible for the community, TESD will update current events on a school marquee. To support social and emotional health, additional psychological services will be provided on campus for an increased number of days of the week.

# Goals and Actions

## Goal

Goal #	Description
1	Improve student achievement in English Language Arts, Math and increased academic achievement for all English Learners.

An explanation of why the LEA has developed this goal.

Our commitment to each child is to provide an educational experience that promotes their academic progress in distance from standard. After reviewing the results of the fall 2019 California Dashboard and our local assessments our students are still below standard. The data show that there is a difference in distance from standard for students overall and English learners. English learners have a larger distance from standard in both English Language Arts and math. TESD will strive to make sure that all students will be able to demonstrate the knowledge and skill necessary for students to be on track for college and career readiness at their grade level. Therefore, this goal is in the commitment to having all students reach Standard Met.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress (CAASPP) System - ELA	2018-2019 -14.9 points from standard 2018-2019 EL Students -23.3 points from standard				<ul style="list-style-type: none"> <li>6.5 from standard</li> <li>12.1 from standard for EL Students</li> </ul>
California Assessment of Student Performance and Progress (CAASPP) System - MATH	2018-2019 -42.8 points from standard 2018-2019 EL Students -47.6 points from standard				<ul style="list-style-type: none"> <li>28.4 from standard</li> <li>31.6 from standard for EL Students</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
STAR Reading	2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.				42% of students measure at or above reading proficiency as measured by the STAR reading test
STAR Math	2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test.				30% of students in 2nd - 8th grade measure at or above level as measured by the STAR Math test
Local Math Benchmark	Baseline will be established using 2021-2022 data.				Percent of students at or above level as measured by local math benchmark will increase by 6% of the overall baseline.
Developmental Reading Assessment (DRA)	During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA.				34% of K-5th grade students measure at or above proficiency in DRA
Local Writing Benchmarks	During the 2019- 2020 school year 35% of K-8 students met or exceeded the standard on the TESD mid year writing benchmark.				37% of K-8 students meet or exceeded the standard on the TESD mid year writing benchmark
Teacher Misassignment Rate	The teacher misassignment rate				0% teacher misassignment rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Teacher attrition rate	for the 2019-2020 school year is 3.8%. The teacher attrition rate for the 2019-2020 school year is 7.4%.				0% teacher attrition rate
Student access to standards aligned materials	During the 2019-2020 school year 100% of students have access to standards aligned materials.				100% of students have access to standards aligned materials
Implementation of academic content/performance standards	Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.				Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.
Pupil access and enrollment in a broad range of study, including both unduplicated and special needs students	During 2019 - 2020 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.				100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.
School Facility Good Repair Status Report (FIT)	During the 2019-2020 year we maintained a Good rating on the FIT report.				Maintain a Good or Exemplary rating on the FIT report.
Evaluation and report on number and types of programs and	2019-2020 100% of unduplicated pupils and students with				100% of programs available offered to unduplicated pupils as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
services developed and provided to unduplicated pupils as well as individuals with exceptional needs.	exceptional needs were provided access to a large variety of programs in order to support their growth and achievement.				well as individuals with exceptional needs.
Fully Credentialed in the subject area and for pupils they are teaching.	The baseline for fully credentialed teacher rate for 2019-2020 is 96%.				100% fully credentialed
EL Reclassification Rate	2019-2020 18.6% of EL students were reclassified.				33% of EL students reclassified
CA School Dashboard EL Learner Indicator	35.5% of our EL students are making progress towards English language proficiency. The performance level is low.				45.4% Performance level medium.
Implementation of ELD standards, programs, and services	100% of students are receiving instruction aligned to the ELD standards.				100% of students are receiving instruction aligned to the ELD standards
The percentage of ELs who make progress toward English proficiency on ELPAC.	The 2018-2019 ELPAC 11.1% maintained ELPI Level 4 28% maintained ELPI levels 1, 2L,2H,3L, 3H 36.3% decreased at least 1 ELPI level				17.1% will maintain ELPI Level 4 22% will maintain ELPI levels 1, 2L, 2H, 3L, 3H 30.3% will decrease at least 1 ELPI level



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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Aides	Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students. (LCFF/Title I & III)	\$334,424.00	Yes
2	Technology and Resources	Provide students with access to technology and resources for student research and learning in English Language Arts and Math through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician and support staff. Provide all English Language Learner students with access to technology and resources for student research and learning. (LCFF and Title IV)	\$227,217.00	Yes
3	ELA/Math Materials: Books and Supplies	Provide all students and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks. Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks. (LCFF & Title III)	\$46,150.82	Yes
4	Awards/Incentives	Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA and math. (LCFF)	\$15,000.00	Yes
5	Librarian	Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of the English Language Arts California State Standards (CSS). (LCFF)	\$75,113.00	Yes



Action #	Title	Description	Total Funds	Contributing
6	Resource Teacher	Provide a Resource Teacher to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach. (LCFF/Title II & III)	\$129,333.00	Yes
7	Field Trips	Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with special needs.	\$20,000.00	Yes
8	Science Curriculum	Provide California State Content Standards based science curriculum to facilitate the development of oral language and academic vocabulary.	\$111,000.00	Yes
9	Salary Increase	A salary increase was authorized for 2015-2016 school year and remains a continuing action through 2023-2024. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The salary increase has reduced our teacher attrition rate, thus retaining highly qualified staff. The effectiveness of the action will be measured by the academic achievement metrics for this goal.	\$110,000.00	Yes
10	Summer School	Provide extended summer learning to address academic intervention/remediation of grade level content missed and targeted intervention for students with disabilities, foster youth, homeless, and English Learners. (ELO)	\$50,288.50	No

Action #	Title	Description	Total Funds	Contributing
11	Tutoring	Tutoring services to address academic intervention/remediation of grade level content missed and targeted intervention for students with disabilities, foster youth, homeless, and English Learners. (Title I and ELO)	\$84,000.00	No
12	Professional Development	ELD and Math support with Tulare County Office of Education Consultant (Title I, II & ELO)	\$56,251.54	No
13	Web-Based Programs	Web-based programs to address improving achievement of disadvantaged (Title I)	\$37,199.71	No
14	Materials	Materials and Supplies (Title I) Instructional materials to assist in the classroom for supplemental activities.	\$28,067.93	No
15	Library Books and Materials	Improve and increase library selections for all students	\$15,000.00	Yes
16	MTSS Coach	Improve multi-tiered system of supports for student by building understanding in teachers. Coach will provide one to one teacher support.	\$75,512.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Improving school climate while increasing pupil attendance and decreasing chronic absenteeism.

An explanation of why the LEA has developed this goal.

Chronic absenteeism in 2018-2019 was at 3.1% and had decreased by 3.4%. English learners had an overall chronic absenteeism rate of 2.6% and had a decrease by 1.3%. It is important to keep attendance percentage as high as possible. Chronic absenteeism not only impact academic achievement, it also impacts student attitude and behavior. As TESD keeps the focus on learning recovery, it is vital to lower chronic absenteeism and increase attendance.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Attendance rate	2019-2020 96% K-8 attendance rate.				97% K-8 attendance
Chronic absentee rate	2018-2019 chronic absentee rate is 3.1%				2.6% chronic absentee rate
Pupil suspension rate	2018-2019 suspension rate was 1.5%				1.2% suspension rate
Pupil expulsion rate	2018-2019 Less than 1%				less than 1%
Middle school dropout rate	2019-2020: 0 students				0 students
California Healthy Kids Survey	The California Healthy Kids Survey was administered during 2019-2020 school year for 5th and 7th grade students as well				95% of 5th and 7th grade students and staff participate in the California Healthy Kids Survey every other year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	as staff members. 73% of 5th graders and 89% of 8th graders completed the survey. 0% of staff completed the survey.				
Local LCAP parent and employee survey	2019-2020 A Local LCAP survey was given to all parents, students and staff. Students in 5th - 8th grade took the LCAP survey. 28 parents responded to the survey. 162 students responded to the survey Baseline for employee's survey will be established in 2021-2022.				To have 60 parents, 180 students and 30 employees participate in the survey to provide feedback on the LCAP.
Parent Safety and Connectedness Survey	Baseline will be established in 2021-2022.				To have 60 parents participate in the survey to provide feedback.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Awards and Incentives	Provide students with incentives and awards to recognize and encourage increased attendance.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Psychologist	Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the chronic absentee rate and truancy rate. To assist with establishing a positive school climate, parent outreach and implementation of the SARB process. (LCFF and ELO)	\$63,380.00	Yes
3	Social Worker	Provide a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support. The social worker will work to increase attendance and decrease the chronically absent. The social worker will help with the implementation of the SARB process. (LCFF & Title I)	\$33,312.00	Yes
4	LVN	Provide an LVN to assist with student health issues and family outreach.	\$40,716.00	Yes
5	RN	Provide additional days for RN to assist with student health issues and family outreach.	\$9,798.00	Yes
6	BHS mental health professional	Provide supportive services include staff and parent trainings, brief mental health support, interim mental health support, crisis support, SARB support, school staff/classroom support, family outreach, community linkage and support for student groups that help with social skills, anger management, friendship/anti-bullying, social emotional learning, girls circle and mindfulness. (ELO)	\$15,000.00	No
7	Special Friends Aide	Provide additional counseling support for TK-3 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate. (Title I)	\$9,000.00	No

Action #	Title	Description	Total Funds	Contributing
8	Parent Liaison	Our parent liaison serves to meet with and collaborate with the community to identify needs. The liaison will seek to connect families with services to support and enrich the lives of our students. She serves as a liaison between teachers, parents, students, support staff and the community regarding educational programs, services and various student issues; assist in coordinating and arranging various programs and services to meet the needs of students. (Title 1)	\$24,500.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Goals and Actions

## Goal

Goal #	Description
3	To improve the participation and increase learning opportunities for parents.

An explanation of why the LEA has developed this goal.

Parents have expressed their desire to increase involvement in school decision making and participation in school events. TESD will respond to parents request for training in how to support their students in academic areas. Families have expressed that they would like to attend award presentations in person to celebrate their children's successes and achievements. Including parent voice and feedback is very important for TESD and families to continue to meet the needs of the Tipton community.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Opportunities for parent involvement in district decision making.	2019-2020 - 4 Opportunities for parent involvement in district decision making				Provide at least 5 opportunities for parent involvement in district decision making
Opportunities for parent education in school wide programs.	2019-2020 - 10 Opportunities for parent education in school wide programs				Provide at least 15 opportunities for parent education in school wide programs
Number of school sponsored parent events	2019-2020 - 4 sponsored parent events				Host a minimum of 6 school sponsored parent events
Number of parents, including those of unduplicated pupils and special needs pupils, who attend parent conferences in	2019-2020 98% Parent conference attendance rate				98.5% Parent conference attendance rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
order to receive and give input regarding their students' academic program and progress					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Events	Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	\$5,000.00	Yes
2	Student Information/Parent Communication	Provide parent access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Use Blackboard connect for parent communication as well as the school website where information is displayed and updated.	\$9,500.00	Yes
3	School Marquee	School Marquee to update students, families and the community on events happening at the school.	\$60,000.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
4	To provide and equip a multipurpose room and improve school facilities which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement.

An explanation of why the LEA has developed this goal.

Providing a broad range of study for our students is important in preparing them for college and career readiness. Students who experience a variety of subjects, develop a broad base of knowledge. These experiences help students to apply background knowledge to new content areas. TESD encourages diversity in teaching and learning which can be increased by providing a variety of opportunities to learn content outside of core subjects such as English language arts and math. Students will share their learning with their families in exciting and innovative ways that get families involved in school events. In order to accommodate large groups of the community to engage and enjoy student performances an adequate facility is utilized.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Number of VAPA events available to entire school community	2019- 2020 2 VAPA events hosted				Host at least 4 VAPA events available to entire school community
Percentage of students who participate in music during the regular school day	2019-2020 0% of our students participated in music during the regular school day				10% increase in students participating in music during the regular school day

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities	Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Improvement	\$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields and playgrounds.		
2	Equipment	Provide music and theater equipment for visual and performing arts for all students	\$5,000.00	Yes
3	School Garden	Provide a school garden that is a learning environment used to promote real world, hands on experiences for students in grades K-8. Students learn the importance of agriculture and nutrition in an outside classroom.	\$10,000.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
5	Maintain class sizes of 24:1 or less across grades TK-8.

An explanation of why the LEA has developed this goal.

We hold that our small classes have an overall positive impact on our students and are an integral component to our school climate. Smaller class sizes allow for students to have more one on one attention from the teacher. Students are more likely to be active participants in their learning with fewer students in the classroom. With smaller class sizes, students are able to build relationships and get to know one another even better, which boosts student achievement and engagement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Class size of less than or equal to 24:1	2019- 2020 All classes were maintained at or below 24:1 except two 4th grade classes with ratios of 28:1, 5th grade with ratios of 26:1 and 27:1 along with one 4/5 combo with 25:1. Two of our 8th grade classes had a ratio of 25:1 and 26:1.				All class sizes in all grade levels: Less than 24:1 across grades TK-8
California Assessment of Student Performance and Progress (CAASPP) System - ELA	2018-2019 -14.9 points from standard 2018-2019 EL Students -23.9 points from standard				<ul style="list-style-type: none"> <li>6.5 from standard</li> <li>12.1 from standard for EL Students</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
California Assessment of Student Performance and Progress (CAASPP) System - MATH	2018-2019 -42.8 points from standard 2018-2019 EL Students -47.6 points from standard				<ul style="list-style-type: none"> <li>• 28.4 from standard</li> <li>• 31.6 from standard for EL Students</li> </ul>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing/Class Size	Provide small class sizes through the funding of 3 additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement	\$366,284.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.



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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39.18%	1,754,884

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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 Tipton Elementary School District is committed to cultivating a 21st century learning environment. The purpose of our goals and supporting actions is to provide the highest quality well rounded educational experience in a small nurturing environment while offering the support services necessary to reach our students and families who need extra academic, social, and emotional support. We want all of our students to exceed their potential and our plan creates the structures and supports necessary to achieve this goal.

Metrics and stake holder feedback considered for foster youth, English learners, and low-income students:

California Assessment of Student Performance and Progress (CAASPP) System in ELA shows that English learners and low-income students are underperforming as compared to English only students and students who are not low-income. Overall, students in 2018-2019 were -14.9 points from standard, but English learner students were -23.9 points from standard.

California Assessment of Student Performance and Progress (CAASPP) System in MATH shows that English learners and low-income students are underperforming as compared to English only students and students who are not low-income. Overall students in 2018-2019 were -42.8 points from standard, but English learner students -47.6 points from standard.

STAR Reading- 2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.

STAR Math-2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test.

The STAR Math assessment results show foster youth underperforming. The results indicate the majority of English learners and low-income student were below grade level in math.

Developmental Reading Assessment (DRA)- During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA. This local benchmark data shows that English learners and low-income students are struggling in the area of reading comprehension.

Local Writing Benchmarks-During the 2019- 2020 school year 35% of K-8 students met or exceeded the standard on the TESD mid year writing benchmark.

Pupil access and enrollment in a broad range of study, including both unduplicated and special needs students provided to unduplicated pupils as well as individuals with exceptional needs.

English Learner Reclassification Rate indicate far fewer English learners being reclassified. 2019-2020 18.6% of EL students were reclassified.

CA School Dashboard EL Learner Indicator- 35.5% of our EL students are making progress towards English language proficiency. The performance level is low.

The percentage of ELs who make progress toward English proficiency on ELPAC. The 2018-2019 ELPAC :11.1% maintained ELPI Level 4, 28% maintained ELPI levels 1, 2L,2H,3L, 3H, 36.3% decreased at least 1 ELPI level

Attendance rate-2019-2020 96% K-8 attendance rate. Attendance rate in 2020-2021 overall is 19.1% chronically absent, foster students are 10% chronically absent, English learners are 18.8% chronically absent, low-income students are 18.8% chronically absent.

Percentage of foster youth, English learners, and low-income students who participate in music during the regular school day- 0%

SSC feedback for low-income and foster youth includes:

Increased agricultural opportunities with use of LCAP to help sustain the school garden and the junior high Ag Elective. Examples of purchases could be flowers, vegetables, herbs, tools, soil, and irrigation. The garden could be used for an outdoor classroom. The school garden is an extension of the broad range of study provided at Tipton Elementary School.

Parents wanted better access to technology and increased interventions for students for learning recovery.

Parents wanted more opportunities to be involved with student awards and celebrations.

Support for mental health for students who are struggling to stay engaged in remote lessons, with teachers, and classmates.

Support for parents in helping their students with academics at home.

Additional communication that is easily accessible by the community. Information displayed publicly and updated regularly (marquee).

ELAC feedback for English learner students:

Family Services Social Worker to continue with parent trainings in English and Spanish and supporting student with attendance.

Teachers need to understand English Language Development standards better to support English learners.

English learners were not performing as well as their English only counterparts. Extra intervention support is needed for this student group.

LCAP Survey for Students, included foster youth, English learners, and low-income participants :

106 students from 6th, 7th, and 8th grade took the LCAP survey. 51% of 6th graders, 45% of 7th graders and 3% of 8th graders participated in the survey. Most respondents agree or strongly agree that they felt safe at school prior to COVID-19.

Responses: Upon returning to campus, I will need the most help in the following subject : 10.4 % P.E., 48.1% Math, 11.3% Language Arts, 16% Science, 9.4% History, 4.7% ELD

Students reported that they needed:

15.1 % Better Teacher Support/Relationships, 5.7 % Better Parent/Guardian Support Relationships, 5.7% I need more support from BOTH my teacher and parent/guardian., 73.6% I have the supports needed I just need to focus more LCAP Survey for Teachers:

Teachers reported that they would like professional development in the area of reading development stages to support low-income and English learner students.

Teachers reported that they would like to better understand the tiered system approach to interventions to support low-income and English learner students.

These are the needs for foster youth, English learners, and low-income students that we identified:

Increased small group instruction-  
Instructional aides will increase small group intervention supports for English learners who are underperforming in ELA and math. Low-income students will have priority for multiple opportunities for small group frontload lessons and reteach lessons based on student assessment results and language proficiency levels.  
MTSS Coach will improve the District's multi-tiered system of supports for student by building understanding in teachers of how a system approach to interventions is implemented based on progress monitoring. The MTSS Coach will increase differentiated, one to one teacher support.

Additional teaching staff will increase the number of small class sizes. An additional first, fifth, and sixth will increase opportunities for foster youth and English learners to have multiple opportunities to practice oral language and have collaboration with small groups of classmates. number of grade/combo classes and lower the number to students to teacher ratio.

The Resource Teacher will improve and increase implementation of a school wide, professional development plan to help increase the achievement for foster youth, English learners, and students. The plan will include building capacity in staff to meet the unique needs of the unduplicated students through intervention and performance monitoring.

Improved access to technology-

Technology and resources to improve and increase foster youth, English learners, and low-income students access to technology and resources for student research and learning in English Language Arts and Math. The purchase and replacement of technology devices, infrastructure upgrades, in-house technology support technician, and support staff will focus on prioritizing unduplicated students. Intentionally select a new science curriculum that will improve and increase oral language practice and writing integration for English learners and low-income students who need to improve academic language proficiency.

Academic field trips to increase unduplicated students' college and career readiness by creating opportunities for these students to have a variety of cultural experiences.

Increased and improved awards/Incentives/Parent involvement-

Awards/Incentives-Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA and math.

Awards and Incentives-Provide students with incentives and awards to recognize and encourage increased attendance

Parent Events-Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.



Student motivation will increase, work completion will increase, attendance will increase, and grades will improve.

Improved access to librarian and library resources-

Provide a full time librarian, library books, and materials to increase foster youth, English learner, and low-income students access to books, technology, and support teachers with the implementation of the English Language Arts California State Standards

Increased and improved access to school psychologist and social worker services-

Increase school psychologist and social worker hours to assist with increasing student attendance and decreasing the chronic absentee rate and truancy rate. To improve positive school climate, increase parent outreach and improve the implementation of the SARB process for foster youth, English learners, and low-income students. The school psychologist will provide counseling services for students on campus to help students manage feelings of sadness, overcoming adversity, and improving connectedness to school.

Increased and improved access to health experts-

LVN & RN services to improve student health and increase family outreach through one on one conversations regarding student health, providing health literature, presenting information for students to make better choices regarding health.

Increased and improved student Information/parent communication-

Improve parent access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Increase use of Blackboard connect for parent communication as well as the school website where information is displayed and updated regarding health and nutrition.

Improved facilities and equipment-

Provide adequate facilities and equipment for performing arts for foster youth, English learners, and low-income students to increase student participation in the music program as well as other VAPA course offerings. Unduplicated pupils will be actively sought out to participate in the VAPA course offerings. Improvement to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields and playgrounds.

Increased and improved hands -on experiences in outdoor classroom-

School Garden-Provide a school garden that is a learning environment used to promote real world, hands on experiences for foster youth, English learners, and low-income students in grades K-8. Students improve their understanding of the importance of agriculture and nutrition in an outside classroom. Unduplicated pupils will be given priority in the Ag in the Classroom course to offer the opportunity to participate.

These are the whole school actions we are implementing to address those unduplicated students' needs. These actions will benefit all students by providing intentional interventions in a systematic approach. These actions take a comprehensive framework to support all students.

Foster youth, English learners, and low-income students' needs will be impacted by the following:

Additional instructional aides will increase small group instruction for foster youth, English learners and low-income students with strategic teaching strategies to build foundational skills. Small group instruction will expedite learning recovery.

Points from standard met on CAASPP will decrease by teacher implementation of systemic interventions based assessment analysis. The resource teacher's professional development plan will build student efficacy and agency through building teacher capacity.

Learning progress will be monitored through the implementation of an intentional MTSS. Interventions will begin as soon as possible and will be based on unduplicated students' individual needs.

The school librarian will manage leveled books and resources to support guided reading in the classroom for unduplicated students based on their individual, instructional reading level. This will give students the access to a variety of texts to increase engagement. The number of unduplicated students' on grade level with the STAR Reading and Math will increase.

Smaller class sizes will give teachers the opportunity to build closer relationships with unduplicated students to support social emotional needs. The school psychologist and social worker will teach unduplicated students mindfulness practices and strategies to mitigate anxiety. They will support these students in organizational skills and time management. The school psychologist and social worker will implement an attendance incentive plan that will lower chronic absenteeism.

Social emotional and physical health will improve, anxiety will be minimized, and connectedness to school will increase.

A broad range of study will help to build life skills, provide experiences that build background knowledge, increase content area vocabulary and improve college and career readiness.

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

Using the calculation tool provided by the state, the Tipton Elementary School District has calculated that it will receive \$1,734,403 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 39.18%.

The Tipton Elementary School District provides the following direct services specifically for foster youth, English learners, and low-income pupils:

Additional Instructional aides will increase small group intervention supports for English learners who are underperforming in ELA and math. MTSS Coach will improve the District's multi-tiered system of supports for student by building understanding in teachers of how a system approach to interventions is implemented based on progress monitoring. The MTSS Coach will increase differentiated, one to one teacher support.

Additional teaching staff will increase the number of small class sizes.

The Resource Teacher will improve and increase implementation of a school wide, professional development plan to help increase the achievement for foster youth, English learners, and low-income students.

Improved access to technology

Intentionally select a new science curriculum that will improve and increase oral language practice and writing integration for English learners and low-income students who need to improve academic language proficiency.

Academic field trips to increase unduplicated students' college and career readiness by creating opportunities for these students to have a variety of cultural experiences.

Increased and improved awards/Incentives/Parent involvement and Student Achievement

Improved access to librarian and library resources-

Increased and improved access to school psychologist and social worker services-

Increased and improved access to LVN and RN

Increased and improved student Information/parent communication

Improve parent access to real time student and school information

Improved facilities and equipment for a broad range of study

Increased and improved hands -on experiences in outdoor classroom

Overall the aforementioned actions, account for the essential improvement and increasing requirements to meet the specific needs of foster youth, English learners, and low-income students. TESD, has in good faith, met the minimum proportionality requirement by expenditure of the total 2021-2022 Supplemental and Concentration grant funding for qualifying purposes.



**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,754,884.00	\$199,428.50		\$366,735.00	\$2,321,047.50

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,428,039.50	\$893,008.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Instructional Aides	\$199,424.00			\$135,000.00	\$334,424.00
1	2	English Learners Foster Youth Low Income	Technology and Resources	\$209,187.00			\$18,030.00	\$227,217.00
1	3	English Learners Foster Youth Low Income	ELA/Math Materials: Books and Supplies	\$40,000.00			\$6,150.82	\$46,150.82
1	4	English Learners Foster Youth Low Income	Awards/Incentives	\$15,000.00				\$15,000.00
1	5	English Learners Foster Youth Low Income	Librarian	\$75,113.00				\$75,113.00
1	6	English Learners Foster Youth Low Income	Resource Teacher	\$95,798.00			\$33,535.00	\$129,333.00
1	7	English Learners Foster Youth Low Income	Field Trips	\$20,000.00				\$20,000.00
1	8	English Learners Foster Youth Low Income	Science Curriculum	\$111,000.00				\$111,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Salary Increase	\$110,000.00				\$110,000.00
1	10	All	Summer School		\$50,288.50			\$50,288.50
1	11	All	Tutoring		\$75,000.00		\$9,000.00	\$84,000.00
1	12	All	Professional Development		\$17,000.00		\$39,251.54	\$56,251.54
1	13	All	Web-Based Programs				\$37,199.71	\$37,199.71
1	14	All	Materials				\$28,067.93	\$28,067.93
1	15	English Learners Foster Youth Low Income	Library Books and Materials	\$15,000.00				\$15,000.00
1	16	English Learners Foster Youth Low Income	MTSS Coach	\$75,512.00				\$75,512.00
2	1	English Learners Foster Youth Low Income	Awards and Incentives	\$5,000.00				\$5,000.00
2	2	English Learners Foster Youth Low Income	Psychologist	\$21,240.00	\$42,140.00			\$63,380.00
2	3	English Learners Foster Youth Low Income	Social Worker	\$6,312.00			\$27,000.00	\$33,312.00
2	4	English Learners Foster Youth Low Income	LVN	\$40,716.00				\$40,716.00
2	5	English Learners Foster Youth Low Income	RN	\$9,798.00				\$9,798.00
2	6	All	BHS mental health professional		\$15,000.00			\$15,000.00
2	7	All	Special Friends Aide				\$9,000.00	\$9,000.00
2	8	All	Parent Liaison				\$24,500.00	\$24,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Parent Events	\$5,000.00				\$5,000.00
3	2	English Learners Foster Youth Low Income	Student Information/Parent Communication	\$9,500.00				\$9,500.00
3	3	English Learners Foster Youth Low Income	School Marquee	\$60,000.00				\$60,000.00
4	1	English Learners Foster Youth Low Income	Facilities	\$250,000.00				\$250,000.00
4	2	English Learners Foster Youth Low Income	Equipment	\$5,000.00				\$5,000.00
4	3	English Learners Foster Youth Low Income	School Garden	\$10,000.00				\$10,000.00
5	1	English Learners Foster Youth Low Income	Staffing/Class Size	\$366,284.00				\$366,284.00

## Contributing Expenditures Tables

Totals by Type		Total LCFF Funds	Total Funds
<b>Total:</b>		\$1,754,884.00	\$2,016,739.82
<b>LEA-wide Total:</b>		\$1,754,884.00	\$2,016,739.82
<b>Limited Total:</b>		\$0.00	\$0.00
<b>Schoolwide Total:</b>		\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$199,424.00	\$334,424.00
1	2	Technology and Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$209,187.00	\$227,217.00
1	3	ELA/Math Materials: Books and Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	\$46,150.82
1	4	Awards/Incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
1	5	Librarian	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,113.00	\$75,113.00
1	6	Resource Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,798.00	\$129,333.00
1	7	Field Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
1	8	Science Curriculum	LEA-wide	English Learners	All Schools	\$111,000.00	\$111,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
1	9	Salary Increase	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,000.00	\$110,000.00
1	15	Library Books and Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
1	16	MTSS Coach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,512.00	\$75,512.00
2	1	Awards and Incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	2	Psychologist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,240.00	\$63,380.00
2	3	Social Worker	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,312.00	\$33,312.00
2	4	LVN	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,716.00	\$40,716.00
2	5	RN	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,798.00	\$9,798.00
3	1	Parent Events	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
3	2	Student Information/Parent Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,500.00	\$9,500.00
3	3	School Marquee	LEA-wide	English Learners	All Schools	\$60,000.00	\$60,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
<b>4</b>	<b>1</b>	Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	\$250,000.00
<b>4</b>	<b>2</b>	Equipment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
<b>4</b>	<b>3</b>	School Garden	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
<b>5</b>	<b>1</b>	Staffing/Class Size	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$366,284.00	\$366,284.00



### Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

### **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 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

### **Required Descriptions:**

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

For 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% 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% 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%:** For school districts with an unduplicated pupil percentage of 55% 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%:** For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.

**5. Open Public Hearing on the 2021 - 2022 Budget Adoption**

**5.1 Open for Public Questions and Comments**



Tipton Elementary School District  
370 N. Evans  
Tipton, CA 93272

**2021-2022**  
**Budget Adoption**

Board Meeting June 8<sup>th</sup>, 2021

**Board of Trustees**

**Board President–Greg Rice**

**Board Clerk–Iva Sousa**

**Board Trustee–John Cardoza**

**Board Trustee–Shelley Heeger**

**Board Trustee–Fernando Cunha**

**District Administration**

Stacey Bettencourt  
Superintendent/Secretary of Board

Cherie Solian, Ed.D  
Principal

Cassandra Cunha, Business Services

Fausto Martin, Maintenance Operations & Transportation

Connie Sanchez, Cafeteria



**ANNUAL BUDGET REPORT:**  
July 1, 2021 Budget Adoption

Insert "X" in applicable boxes:

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

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

Budget available for inspection at:

Public Hearing:

Place: \_\_\_\_\_  
Date: \_\_\_\_\_

Place: \_\_\_\_\_  
Date: \_\_\_\_\_  
Time: \_\_\_\_\_

Adoption Date: \_\_\_\_\_

Signed: \_\_\_\_\_

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

Contact person for additional information on the budget reports:

Name: Stacey Bettencourt

Telephone: 559-752-4213

Title: Superintendent

E-mail: sbettencourt@tipton.k12.ca.us

**Criteria and Standards Review Summary**

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

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

<b>CRITERIA AND STANDARDS (continued)</b>			<b>Met</b>	<b>Not Met</b>
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.	X	
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

<b>SUPPLEMENTAL INFORMATION</b>			<b>No</b>	<b>Yes</b>
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	



<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2020-21) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)	X	
		• Classified? (Section S8B, Line 1)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
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:		Jun 15, 2021
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

<b>ADDITIONAL FISCAL INDICATORS</b>			<b>No</b>	<b>Yes</b>
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

<b>ADDITIONAL FISCAL INDICATORS (continued)</b>			<b>No</b>	<b>Yes</b>
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$ _____
Less: Amount of total liabilities reserved in budget:	\$ _____
Estimated accrued but unfunded liabilities:	\$ _____ 0.00

This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

\_\_\_\_\_  
\_\_\_\_\_

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

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

Date of Meeting: \_\_\_\_\_

For additional information on this certification, please contact:

Name: Stacey Bettencourt

Title: Superintendent

Telephone: 559-752-4213

E-mail: sbettencourt@tipton.k12.ca.us

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2020-21 Estimated Actuals	2021-22 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund		
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	G	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		G
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	G	
L	Lottery Report	G	
MYP	Multiyear Projections - General Fund		GS

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2020-21 Estimated Actuals	2021-22 Budget
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS



Tipton Elementary School District  
2021-2022

Budget Adoption  
June 8<sup>th</sup>, 2021

**MYP**  
(Multi Year Projections)

Unrestricted/Restricted  
Restricted  
Unrestricted





MYP - UNRESTRICTED GENERAL FUND ASSUMPTIONS

District **Tipton**

FISCAL YEAR **2021-22**  
 REPORT PERIOD **Budget Adoption**

6/2/2021

Description	Object codes	2021-22 Working	% Change	2022-23 Projection	% Change	2023-24 Projection	Comments
All Other Transfers to County Office	7142	12,440		12,440		12,440	
All Other Transfers Out	7299						
Debt Services	7400-7499						
Total Other Outgo - Excluding Indirect	7100-7299, 7400-7499	12,440		12,440		12,440	
8. Other Outgo - Transfers of Indirect Cost							
Indirect Costs	7310	(17,019)	0.00%	(17,019)	0.00%	(17,019)	
Indirect Costs Interfund							
Cafeteria	7350	(9,576)	0.00%	(9,576)	0.00%	(9,576)	
State Preschool	7350						
Total Other Outgo - Transfer of Indirect Cost	7300-7399	(26,595)	0.00%	(26,595)	0.00%	(26,595)	
9. Other Financing Uses							
a. Transfers Out	7600-7629						
b. Other Uses	7630-7699						
10. Total Expenditures and Other Financing Uses		5,792,107	1.58%	5,883,607	2.27%	6,017,099	
C. NET INCREASE (DECREASE) IN FUND BALANCE		900		(31,383)		21,418	
D. Fund Balance							
Beginning Fund Balance		3,266,957		3,267,857		3,236,474	
Ending Fund Balance		3,267,857		3,236,474		3,257,892	
Committed Funds							
Assigned Funds							
Other Reserves of the General Fund							
Reserved for LCFF Increase							
Special Reserve Fund 170							
District's Available Reserve Amounts		3,267,857		3,236,474		3,257,892	
District's Available Reserve Percentage		37.73%		36.66%		36.13%	

OTHER ASSUMPTION DETAILS

Please provide information concerning assumptions made by the district. (i.e. furlough changes, program additions/terminations, one-time expenditures/funding)

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Description	Object codes	2021-22 Working	% Change	2022-23 Projection	% Change	2023-24 Projection	Comments
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>							
1. LCFF/Revenue Limit Sources	8010-8099		0.00%		0.00%		
2. Federal Revenues							
a. Special Education	8181						
b. Interagency Contracts							
Migrant	8285						
Sp. Ed Preschool	8285						
c. NCLB/IASA							
Title I	8290	273,298		273,298		273,298	
Title II	8290	34,204		34,204		34,204	
Title IV	8290	18,576		18,576		18,576	
Title III - IEP	8290	3,874		3,874		3,874	
Title III - LEP	8290	37,752		37,752		37,752	
d. COVID							
CARES - ESSER (Round 1)	8290						
CRSA - ESSER (Round 2)	8290						
ARPA - ESSER (Round 3)	8290			2,096,569			ESSER III funds in 22-23
GEER I	8290						
GEER II	8290						
e. Other Federal	8290						
Total Federal Revenues	8100-8299	367,704	570.18%	2,464,293	-85.08%	367,704	
3. Other State Revenues							
a. Other State Apportionments (Not Included in LCFF)	8311						
b. Lottery-Restricted	8560	25,235		25,235		25,235	
c. All other	8590						
List Other State Revenues Separately	8590						
Medi Cal Billing		1,675		1,675		1,675	
ASES		183,500		183,500		183,500	
In-Person Instruction		196,759					One-time Funds in 21-22
Expanded Learning Opportunities							
Expanded Learning Opportunities - Paraprofessional							
STRS On-Behalf (Resource 76900)	8590	261,845		261,845		261,845	*A STRS On-Behalf Expenditure should be included with the same amount.
Total Other State Revenues	8300-8599	669,014	-29.41%	472,255	0.00%	472,255	
4. Other Local							
a. All Other Local Revenue	8600-8799	120,865		120,865		120,865	
b. Transfers of Apportionment From County Office	8792						
Total Other Local Revenues	8600-8799	120,865	0.00%	120,865	0.00%	120,865	
5. Other Financing Sources							
a. Transfers In	8900-8929						
b. Other Sources	8930-8979						
c. Contributions	8980-8999						
Title II A	8980	13,647	3.00%	14,058	3.00%	14,478	
Routine Restricted Maintenance	8980	287,206	3.00%	295,822	3.00%	304,697	
ASES	8980	28,641	3.00%	29,500	3.00%	30,385	
Special Friends	8980	1,818	3.00%	1,873	3.00%	1,929	
Save the Child	8980	7,504	3.00%	7,729	3.00%	7,961	
Capital Building R99900	8980	165,500	0.00%	165,500	0.00%	165,500	
Capital Building Project #1 R99901 From LCAP	8980	250,000	0.00%	250,000	0.00%	250,000	
Transportation	8980		0.00%		0.00%		
Other Contributions	8980		0.00%		0.00%		
Total Other Financing Sources		754,316	1.35%	764,480	1.37%	774,950	
6. Total Revenues and Other Financing Sources		1,911,899	99.90%	3,821,893	-54.58%	1,736,774	
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>							
1. Certificated Salaries			S&C		S&C		
Teachers	11000	220,310	2.00%	224,716	2.00%	229,211	
Substitute Teachers	11002						
Teacher - Auxiliary	11003	12,000		12,000		12,000	
Pupil Support	12000						
Supervisors & Administrators	13000	4,819	2.00%	4,915	2.00%	5,014	
Other Certificated	19000	22,870	2.00%	23,327	2.00%	23,794	
a. Total Base Salaries		259,999		264,959		270,018	
b. Step & Column in base				4,960		5,059	
c. Cost-of-living							
d. Other adj.							
d. Other adj. Staff Increases (Decreases)							
Total Certificated salaries	1000-1999	259,999	1.91%	264,959	1.91%	270,018	
2. Classified Salaries			S&C		S&C		
Instructional	21000	300,928	2.00%	306,947	2.00%	313,085	
Substitute Instructional	21002	3,500		3,500		3,500	
Instructional Aides - Auxiliary	21003	1,500		1,500		1,500	
Support	22000	123,950	2.00%	126,429	2.00%	128,958	
Substitute Support	22002	7,195		7,195		7,195	
Support - Auxiliary	23003	1,500		1,500		1,500	
Supervisors & Administrators	23000	20,100	2.00%	20,502	2.00%	20,912	
Clerical, Technical & Office	24000	1,184		1,184		1,184	
Clerical, Technical & Office -Auxiliary	24003						
Other Classified	29000	46,000	2.00%	46,920	2.00%	47,858	
Work Study Stipends	29003						
a. Base Salaries		505,857	1.94%	515,677	1.94%	525,693	
b. Step & Column in base				9,820		10,016	
c. Cost-of-living							
d. Other adj.							
d. Other adj. Staff Increases (Decreases)							
Total Classified Salaries	2000-2999	605,857	1.94%	615,677	1.94%	625,693	
3. Employee Benefits							
STRS - Certificated		16,920%	19,100%	19,100%			
STRS - Classified					0.00%	0.00%	
STRS On-Behalf (Resource 76900)				261,845	0.00%	261,845	*STRS On-Behalf Expenditure this should match revenue.
PERS - Certificated					0.00%	0.00%	
PERS - Classified		22.910%	26.100%	27.100%			
OASDI - Certificated					0.00%	0.00%	
OASDI - Classified		6.200%	6.200%	6.200%			
Medicare - Certificated & Classified		1.450%	1.450%	1.450%			
Alternative Retirement - Certificated & Classified					0.00%	0.00%	



Description	Object codes	2021-22 Working	% Change	2022-23 Projection	% Change	2023-24 Projection	Comments		
H&W Certificated		39,838	3.00%	41,033	3.00%	42,264			
H&W Classified		90,344	3.00%	93,054	3.00%	95,846			
SUI - Certificated & Classified	1.230%	0.200%	0.200%	9,511	-83.58%	1,561	1,591		
WC - Certificated & Classified	3.5198%	3.5198%	3.5198%	27,115	1.33%	27,477	1.93%	28,007	<b>WC RATE MUST BE ENTERED</b>
OPEB - Certificated & Classified				5,246	3.00%	5,403	3.00%	5,565	
PERS Reduction Certificated & Classified					0.00%		0.00%		
Total Employee Benefits	3000-3999			<b>621,845</b>	5.95%	<b>658,864</b>	2.19%	<b>673,286</b>	
<b>4. Books and Supplies</b>									
Approved Textbooks	4100			10,000	2.40%	10,240	2.23%	10,468	
Books and Reference Materials	4200			10,000	2.40%	10,240	2.23%	10,468	
Material and Supplies	4300			200,000	2.40%	204,800	2.23%	209,367	ESSER II projected in 21-22 ESSER III projected in 22-23 and 23-24
Material and Supplies	4300			8,274	2.40%	8,473	2.23%	8,662	IPI projected in 21-22 ESSER III projected in 22-23 and 23-24
Material and Supplies	4300			50,106	2.40%	51,309	2.23%	52,453	ELO projected in 21-22 ESSER III projected in 22-23 and 23-24
Material and Supplies	4300			165,933	2.40%	169,915	2.23%	173,705	
Food	4700			7,497	2.40%	7,677	2.23%	7,848	
Non-Capitalized Equipment	4400			200,000	2.40%	204,800	2.23%	209,367	ESSER II projected in 21-22 ESSER III projected in 22-23 and 23-24
Non-Capitalized Equipment	4400			40,000	2.40%	40,960	2.23%	41,873	ELO projected in 21-22 ESSER III projected in 22-23 and 23-24
Non-Capitalized Equipment	4400			90,830		90,830		90,830	
Total Books and Supplies	4000-4999			<b>782,640</b>	2.12%	<b>799,243</b>	1.98%	<b>815,041</b>	
<b>5. Services and Other Operating</b>									
Subagreements for Services	5100								
Travel and Conference	5200			13,779	2.40%	14,110	2.23%	14,424	
Dues and Memberships	5300								
Insurance	54xx								
Operations	55xx			63,916	2.40%	65,450	2.23%	66,910	
Rentals, Leases, Repairs	5600			10,000	2.40%	10,240	2.23%	10,468	
Transfers of Direct Costs	57xx								
Professional/Consulting Services	5800			200,000	2.40%	204,800	2.23%	209,367	ESSER II projected in 21-22 ESSER III projected in 22-23 and 23-24
Professional/Consulting Services	5800			90,000	2.40%	92,160	2.23%	94,215	ELO projected in 21-22 ESSER III projected in 22-23 and 23-24
Professional/Consulting Services	5800			115,280		115,280		115,280	
Professional/Consulting Services	5800								
Communications	5900								
Total Services and Other Operating	5000-5999			<b>492,975</b>	1.84%	<b>502,040</b>	1.72%	<b>510,664</b>	
<b>6. Capital Outlay</b>									
Land	6100			10,000		10,000		10,000	
Buildings	6200								
Equipment	6400								
Total Capital Outlay	6000-6999			<b>10,000</b>		<b>10,000</b>		<b>10,000</b>	
<b>7. Other Outgo (excluding Transfers of Indirect Cost obj 7100-7299, 7400-7499)</b>									
Debt service	7400-7499			177,584		177,584		177,584	
Total Other Outgo - Excluding Indirect	7100-7299, 7400-7499			<b>177,584</b>		<b>177,584</b>		<b>177,584</b>	
<b>8. Other Outgo - Transfers of Indirect Cost</b>									
Indirect Costs	7310			17,019	0.00%	17,019	0.00%	17,019	
Total Other Outgo - Transfer of Indirect Cost	7300-7399			<b>17,019</b>	0.00%	<b>17,019</b>	0.00%	<b>17,019</b>	
<b>9. Other Financing Uses</b>									
a. Transfers Out	7600-7629								
b. Other Uses	7630-7699								
<b>10. Total Expenditures and Other Financing Uses</b>				<b>2,867,919</b>	2.70%	<b>2,945,385</b>	1.83%	<b>2,999,305</b>	
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>				(956,020)		876,507		(1,263,532)	
<b>D. Fund Balance</b>									
<b>Beginning Fund Balance</b>				<b>1,562,025</b>		<b>606,005</b>		<b>1,482,512</b>	
<b>Ending Fund Balance</b>				<b>606,005</b>		<b>1,482,512</b>		<b>218,980</b>	

OTHER ASSUMPTION DETAILS

Please provide information concerning assumptions made by the district. (i.e. furlough changes, program additions/terminations, one-time expenditures/funding)

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2	Note: Salaries paid from IPI and ELO in 21-22 are projected to be expended from ESSER III in 22-23 and 23-24
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Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	6,361,477.00	1.09%	6,430,649.00	3.05%	6,626,876.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	97,846.00	0.21%	98,054.00	0.55%	98,590.00
4. Other Local Revenues	8600-8799	88,000.00	0.00%	88,000.00	0.00%	88,000.00
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	(754,316.00)	1.35%	(764,480.00)	1.37%	(774,950.00)
6. Total (Sum lines A1 thru A5c)		5,793,007.00	1.02%	5,852,223.00	3.18%	6,038,516.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				2,400,221.00		2,447,225.00
b. Step & Column Adjustment				47,004.00		47,945.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,400,221.00	1.96%	2,447,225.00	1.96%	2,495,170.00
2. Classified Salaries						
a. Base Salaries				659,575.00		672,540.00
b. Step & Column Adjustment				12,965.00		13,224.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	659,575.00	1.97%	672,540.00	1.97%	685,764.00
3. Employee Benefits	3000-3999	1,528,494.00	4.71%	1,600,425.00	2.88%	1,646,488.00
4. Books and Supplies	4000-4999	393,296.00	2.40%	402,735.00	2.23%	411,716.00
5. Services and Other Operating Expenditures	5000-5999	756,676.00	2.40%	774,836.00	2.23%	792,116.00
6. Capital Outlay	6000-6999	68,000.00	-100.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	12,440.00	0.00%	12,440.00	0.00%	12,440.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(26,595.00)	0.00%	(26,595.00)	0.00%	(26,595.00)
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)		5,792,107.00	1.58%	5,883,606.00	2.27%	6,017,099.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		900.00		(31,383.00)		21,417.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,266,957.34		3,267,857.34		3,236,474.34
2. Ending Fund Balance (Sum lines C and D1)		3,267,857.34		3,236,474.34		3,257,891.34
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
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	0.00				
2. Unassigned/Unappropriated	9790	3,267,857.34		3,236,474.34		3,257,891.34
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,267,857.34		3,236,474.34		3,257,891.34

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	3,267,857.34		3,236,474.34		3,257,891.34
(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)		3,267,857.34		3,236,474.34		3,257,891.34
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	367,704.00	570.18%	2,464,293.00	-85.08%	367,704.00
3. Other State Revenues	8300-8599	669,014.00	-29.41%	472,255.00	0.00%	472,255.00
4. Other Local Revenues	8600-8799	120,865.00	0.00%	120,865.00	0.00%	120,865.00
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	754,316.00	1.35%	764,480.00	1.37%	774,950.00
6. Total (Sum lines A1 thru A5c)		1,911,899.00	99.90%	3,821,893.00	-54.58%	1,735,774.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				259,999.00		264,959.00
b. Step & Column Adjustment				4,960.00		5,059.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	259,999.00	1.91%	264,959.00	1.91%	270,018.00
2. Classified Salaries						
a. Base Salaries				505,857.00		515,677.00
b. Step & Column Adjustment				9,820.00		10,016.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	505,857.00	1.94%	515,677.00	1.94%	525,693.00
3. Employee Benefits	3000-3999	621,845.00	5.95%	658,864.00	2.19%	673,286.00
4. Books and Supplies	4000-4999	782,640.00	2.12%	799,243.00	1.98%	815,041.00
5. Services and Other Operating Expenditures	5000-5999	492,975.00	1.84%	502,040.00	1.72%	510,664.00
6. Capital Outlay	6000-6999	10,000.00	0.00%	10,000.00	0.00%	10,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	177,584.00	0.00%	177,584.00	0.00%	177,584.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	17,019.00	0.00%	17,019.00	0.00%	17,019.00
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)		2,867,919.00	2.70%	2,945,386.00	1.83%	2,999,305.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(956,020.00)		876,507.00		(1,263,531.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,562,024.70		606,004.70		1,482,511.70
2. Ending Fund Balance (Sum lines C and D1)		606,004.70		1,482,511.70		218,980.70
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	606,004.70		1,482,511.70		218,980.70
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	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		606,004.70		1,482,511.70		218,980.70



Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
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)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	6,361,477.00	1.09%	6,430,649.00	3.05%	6,626,876.00
2. Federal Revenues	8100-8299	367,704.00	570.18%	2,464,293.00	-85.08%	367,704.00
3. Other State Revenues	8300-8599	766,860.00	-25.63%	570,309.00	0.09%	570,845.00
4. Other Local Revenues	8600-8799	208,865.00	0.00%	208,865.00	0.00%	208,865.00
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)		7,704,906.00	25.56%	9,674,116.00	-19.64%	7,774,290.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				2,660,220.00		2,712,184.00
b. Step & Column Adjustment				51,964.00		53,004.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,660,220.00	1.95%	2,712,184.00	1.95%	2,765,188.00
2. Classified Salaries						
a. Base Salaries				1,165,432.00		1,188,217.00
b. Step & Column Adjustment				22,785.00		23,240.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,165,432.00	1.96%	1,188,217.00	1.96%	1,211,457.00
3. Employee Benefits	3000-3999	2,150,339.00	5.07%	2,259,289.00	2.68%	2,319,774.00
4. Books and Supplies	4000-4999	1,175,936.00	2.21%	1,201,978.00	2.06%	1,226,757.00
5. Services and Other Operating Expenditures	5000-5999	1,249,651.00	2.18%	1,276,876.00	2.03%	1,302,780.00
6. Capital Outlay	6000-6999	78,000.00	-87.18%	10,000.00	0.00%	10,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	190,024.00	0.00%	190,024.00	0.00%	190,024.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(9,576.00)	0.00%	(9,576.00)	0.00%	(9,576.00)
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)		8,660,026.00	1.95%	8,828,992.00	2.12%	9,016,404.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
<b>(Line A6 minus line B11)</b>						
		(955,120.00)		845,124.00		(1,242,114.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,828,982.04		3,873,862.04		4,718,986.04
2. Ending Fund Balance (Sum lines C and D1)		3,873,862.04		4,718,986.04		3,476,872.04
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	606,004.70		1,482,511.70		218,980.70
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	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	3,267,857.34		3,236,474.34		3,257,891.34
f. Total Components of Ending Fund Balance		3,873,862.04		4,718,986.04		3,476,872.04
<b>(Line D3f must agree with line D2)</b>						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	3,267,857.34		3,236,474.34		3,257,891.34
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
<b>3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)</b>		<b>3,267,857.34</b>		<b>3,236,474.34</b>		<b>3,257,891.34</b>
<b>4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)</b>		<b>37.73%</b>		<b>36.66%</b>		<b>36.13%</b>
<b>F. RECOMMENDED RESERVES</b>						
<b>1. Special Education Pass-through Exclusions</b>						
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?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
<hr/>						
<b>2. Special education pass-through funds</b>						
(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		0.00		0.00
<b>2. District ADA</b>						
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)						
		515.00		515.00		515.00
<b>3. Calculating the Reserves</b>						
a. Expenditures and Other Financing Uses (Line B11)		8,660,026.00		8,828,992.00		9,016,404.00
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)		8,660,026.00		8,828,992.00		9,016,404.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4%		4%		4%
e. Reserve Standard - By Percent (Line F3c times F3d)		346,401.04		353,159.68		360,656.16
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		71,000.00		71,000.00		71,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		346,401.04		353,159.68		360,656.16
<b>h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)</b>		YES		YES		YES



# 2021-2022 Budget Adoption

June 8<sup>th</sup>, 2021

# ADA

(Average Daily Attendance)



Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	521.39	521.39	521.39	515.00	515.00	521.39
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	521.39	521.39	521.39	515.00	515.00	521.39
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class	1.02	1.02	1.02	1.02	1.02	1.02
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	1.02	1.02	1.02	1.02	1.02	1.02
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	522.41	522.41	522.41	516.02	516.02	522.41
<b>7. Adults In Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>2. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. Adults in Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>						
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						



Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>						
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	0.00	0.00	0.00	0.00	0.00	0.00



# TIPTON ELEMENTARY SCHOOL DISTRICT

## GENERAL FUND

### Budget Adoption As of June 8<sup>th</sup>, 2021

#### Fund # 01

This is the chief operating fund for Tipton Elementary School District. It is used to account for the ordinary operations of an LEA. All transactions except those required or permitted by law to be in another fund are accounted for in this fund.

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	5,979,659.00	0.00	5,979,659.00	6,361,477.00	0.00	6,361,477.00	6.4%
2) Federal Revenue		8100-8299	0.00	2,306,531.95	2,306,531.95	0.00	367,704.00	367,704.00	-84.1%
3) Other State Revenue		8300-8599	98,487.00	901,729.35	1,000,216.35	97,846.00	669,014.00	766,860.00	-23.3%
4) Other Local Revenue		8600-8799	86,000.00	163,048.26	251,048.26	88,000.00	120,865.00	208,865.00	-16.6%
5) TOTAL, REVENUES			6,166,146.00	3,371,309.56	9,537,455.56	6,547,323.00	1,157,583.00	7,704,906.00	-19.2%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	2,415,260.00	170,934.35	2,586,194.35	2,400,221.00	259,999.00	2,660,220.00	2.9%
2) Classified Salaries		2000-2999	642,310.54	464,900.16	1,107,210.70	659,575.00	505,857.00	1,165,432.00	5.3%
3) Employee Benefits		3000-3999	1,482,465.35	496,603.12	1,979,068.47	1,528,494.00	621,845.00	2,150,339.00	8.7%
4) Books and Supplies		4000-4999	331,573.71	706,025.98	1,037,599.69	393,296.00	782,640.00	1,175,936.00	13.3%
5) Services and Other Operating Expenditures		5000-5999	566,682.85	618,859.77	1,185,542.62	756,676.00	492,975.00	1,249,651.00	5.4%
6) Capital Outlay		6000-6999	18,000.00	362,502.64	380,502.64	68,000.00	10,000.00	78,000.00	-79.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	31,625.00	177,584.00	209,209.00	12,440.00	177,584.00	190,024.00	-9.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(56,890.91)	47,774.91	(9,116.00)	(26,595.00)	17,019.00	(9,576.00)	5.0%
9) TOTAL, EXPENDITURES			5,431,026.54	3,045,184.93	8,476,211.47	5,782,107.00	2,867,919.00	8,660,026.00	2.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A6 - B9)</b>									
			735,119.46	326,124.63	1,061,244.09	755,216.00	(1,710,336.00)	(955,120.00)	-190.0%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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	(694,952.60)	694,952.60	0.00	(754,316.00)	754,316.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(694,952.60)	694,952.60	0.00	(754,316.00)	754,316.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			40,166.86	1,021,077.23	1,061,244.09	900.00	(956,020.00)	(955,120.00)	-190.0%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,226,790.48	540,947.47	3,767,737.95	3,266,957.34	1,562,024.70	4,828,982.04	28.2%
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)			3,226,790.48	540,947.47	3,767,737.95	3,266,957.34	1,562,024.70	4,828,982.04	28.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,226,790.48	540,947.47	3,767,737.95	3,266,957.34	1,562,024.70	4,828,982.04	28.2%
2) Ending Balance, June 30 (E + F1e)			3,266,957.34	1,562,024.70	4,828,982.04	3,267,857.34	606,004.70	3,873,862.04	-19.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,500.00	0.00	2,500.00	0.00	0.00	0.00	-100.0%
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	1,562,024.70	1,562,024.70	0.00	606,004.70	606,004.70	-61.2%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	3,264,457.34	0.00	3,264,457.34	3,267,857.34	0.00	3,267,857.34	0.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>G. ASSETS</b>									
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				
9) TOTAL ASSETS			0.00	0.00	0.00				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	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				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>LCFF SOURCES</b>									
Principal Apportionment									
State Aid - Current Year		8011	4,248,386.00	0.00	4,248,386.00	4,630,272.00	0.00	4,630,272.00	9.0%
Education Protection Account State Aid - Current Year		8012	988,572.00	0.00	988,572.00	988,504.00	0.00	988,504.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	752,701.00	0.00	752,701.00	752,701.00	0.00	752,701.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Subtotal, LCFF Sources</b>			<b>5,989,659.00</b>	<b>0.00</b>	<b>5,989,659.00</b>	<b>6,371,477.00</b>	<b>0.00</b>	<b>6,371,477.00</b>	<b>6.4%</b>
<b>LCFF Transfers</b>									
Unrestricted LCFF Transfers - Current Year	0000	8091	(10,000.00)		(10,000.00)	(10,000.00)		(10,000.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>5,979,659.00</b>	<b>0.00</b>	<b>5,979,659.00</b>	<b>6,361,477.00</b>	<b>0.00</b>	<b>6,361,477.00</b>	<b>6.4%</b>
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		463,448.87	463,448.87		273,298.00	273,298.00	-41.0%
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		69,713.57	69,713.57		34,204.00	34,204.00	-50.9%
Title III, Part A, Immigrant Student Program	4201	8290		9,069.49	9,069.49		3,874.00	3,874.00	-57.3%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
Title III, Part A, English Learner Program	4203	8290		39,903.31	39,903.31		37,752.00	37,752.00	-5.4%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		40,246.71	40,246.71		18,576.00	18,576.00	-53.8%
Other NCLB / Every Student Succeeds Act	5510, 5630	8290		40,246.71	40,246.71		18,576.00	18,576.00	-53.8%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	1,684,150.00	1,684,150.00	0.00	0.00	0.00	-100.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	2,306,531.95	2,306,531.95	0.00	367,704.00	367,704.00	-84.1%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	16,778.00	0.00	16,778.00	17,096.00	0.00	17,096.00	1.9%
Lottery - Unrestricted and Instructional Materials		8560	78,209.00	25,548.00	103,757.00	77,250.00	25,235.00	102,485.00	-1.2%
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		183,420.49	183,420.49		183,500.00	183,500.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	3,500.00	692,760.86	696,260.86	3,500.00	460,279.00	463,779.00	-33.4%
<b>TOTAL, OTHER STATE REVENUE</b>			98,487.00	901,729.35	1,000,216.35	97,846.00	669,014.00	766,860.00	-23.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	227.00	227.00	0.00	227.00	227.00	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	67,000.00	702.86	67,702.86	67,000.00	0.00	67,000.00	-1.0%
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	11,500.00	11,500.00	0.00	11,500.00	11,500.00	0.0%
Other Local Revenue Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	21,000.00	150,618.40	171,618.40	21,000.00	109,138.00	130,138.00	-24.2%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791		0.00	0.00			0.00	0.0%
From County Offices	6500	8792		0.00	0.00			0.00	0.0%
From JPAs	6500	8793		0.00	0.00			0.00	0.0%
ROC/P Transfers From Districts or Charter Schools	6360	8791		0.00	0.00			0.00	0.0%
From County Offices	6360	8792		0.00	0.00			0.00	0.0%
From JPAs	6360	8793		0.00	0.00			0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>88,000.00</b>	<b>163,048.26</b>	<b>251,048.26</b>	<b>88,000.00</b>	<b>120,865.00</b>	<b>208,865.00</b>	<b>-16.8%</b>
<b>TOTAL, REVENUES</b>			<b>6,166,146.00</b>	<b>3,371,309.56</b>	<b>9,537,455.56</b>	<b>6,547,323.00</b>	<b>1,157,583.00</b>	<b>7,704,906.00</b>	<b>-19.2%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	2,164,484.00	147,179.00	2,311,663.00	2,144,721.00	232,310.00	2,377,031.00	2.8%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	137,000.00	4,819.00	141,819.00	137,000.00	4,819.00	141,819.00	0.0%
Other Certificated Salaries		1900	113,776.00	18,936.35	132,712.35	118,500.00	22,870.00	141,370.00	6.5%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>2,415,260.00</b>	<b>170,934.35</b>	<b>2,586,194.35</b>	<b>2,400,221.00</b>	<b>259,999.00</b>	<b>2,660,220.00</b>	<b>2.9%</b>
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	132,120.00	265,394.00	397,514.00	140,696.00	305,928.00	446,624.00	12.4%
Classified Support Salaries		2200	271,106.54	134,780.16	405,886.70	276,879.00	132,645.00	409,524.00	0.9%
Classified Supervisors' and Administrators' Salaries		2300	126,390.00	19,000.00	145,390.00	127,000.00	20,100.00	147,100.00	1.2%
Clerical, Technical and Office Salaries		2400	112,194.00	1,184.00	113,378.00	114,500.00	1,184.00	115,684.00	2.0%
Other Classified Salaries		2900	500.00	44,542.00	45,042.00	500.00	46,000.00	46,500.00	3.2%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>642,310.54</b>	<b>464,900.16</b>	<b>1,107,210.70</b>	<b>659,575.00</b>	<b>505,857.00</b>	<b>1,165,432.00</b>	<b>5.3%</b>
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	392,001.00	245,027.48	637,028.48	406,297.00	305,935.00	712,232.00	11.8%
PERS		3201-3202	139,390.49	90,900.96	230,291.45	151,511.00	101,207.00	252,718.00	9.7%
OASDI/Medicare/Alternative		3301-3302	86,262.57	37,959.43	124,222.00	92,817.00	42,649.00	135,466.00	9.1%
Health and Welfare Benefits		3401-3402	718,265.00	94,488.90	812,753.90	704,052.00	130,182.00	834,234.00	2.6%
Unemployment Insurance		3501-3502	1,621.83	1,201.75	2,823.58	37,804.00	9,511.00	47,315.00	1575.7%
Workers' Compensation		3601-3602	115,700.39	23,401.04	139,101.43	108,230.00	27,115.00	135,345.00	-2.7%
OPEB, Allocated		3701-3702	12,720.62	1,772.56	14,493.18	12,005.00	2,927.00	14,932.00	3.0%
OPEB, Active Employees		3751-3752	16,503.45	1,851.00	18,354.45	15,778.00	2,319.00	18,097.00	-1.4%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>1,482,465.35</b>	<b>496,603.12</b>	<b>1,979,068.47</b>	<b>1,528,494.00</b>	<b>621,845.00</b>	<b>2,150,339.00</b>	<b>8.7%</b>
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	0.00	10,000.00	10,000.00	111,000.00	10,000.00	121,000.00	1110.0%
Books and Other Reference Materials		4200	22,056.71	10,000.00	32,056.71	0.00	10,000.00	10,000.00	-68.8%
Materials and Supplies		4300	153,083.00	496,349.14	649,432.14	230,796.00	424,313.00	655,109.00	0.9%
Noncapitalized Equipment		4400	154,934.00	182,179.84	337,113.84	50,000.00	330,830.00	380,830.00	13.0%
Food		4700	1,500.00	7,497.00	8,997.00	1,500.00	7,497.00	8,997.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>331,573.71</b>	<b>706,025.98</b>	<b>1,037,599.69</b>	<b>393,296.00</b>	<b>782,640.00</b>	<b>1,175,936.00</b>	<b>13.3%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	7,700.00	58,399.26	66,099.26	7,700.00	13,779.00	21,479.00	-67.5%
Dues and Memberships		5300	21,800.00	0.00	21,800.00	11,800.00	0.00	11,800.00	-45.9%
Insurance		5400 - 5450	46,400.00	0.00	46,400.00	48,400.00	0.00	48,400.00	4.3%
Operations and Housekeeping Services		5500	45,000.00	63,916.00	108,916.00	45,000.00	63,916.00	108,916.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	78,500.00	10,000.00	88,500.00	78,500.00	10,000.00	88,500.00	0.0%
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	342,282.85	433,218.18	775,501.03	540,276.00	405,280.00	945,556.00	21.9%
Communications		5900	25,000.00	53,326.33	78,326.33	25,000.00	0.00	25,000.00	-68.1%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>566,682.85</b>	<b>618,659.77</b>	<b>1,185,342.62</b>	<b>756,676.00</b>	<b>492,975.00</b>	<b>1,249,651.00</b>	<b>5.4%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>CAPITAL OUTLAY</b>									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	8,935.00	8,935.00	0.00	10,000.00	10,000.00	11.9%
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	18,000.00	353,567.64	371,567.64	68,000.00	0.00	68,000.00	-81.7%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>18,000.00</b>	<b>362,502.64</b>	<b>380,502.64</b>	<b>68,000.00</b>	<b>10,000.00</b>	<b>78,000.00</b>	<b>-79.5%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	31,625.00	0.00	31,625.00	12,440.00	0.00	12,440.00	-60.7%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	59,518.00	59,518.00	0.00	59,518.00	59,518.00	0.0%
Other Debt Service - Principal		7439	0.00	118,066.00	118,066.00	0.00	118,066.00	118,066.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>31,625.00</b>	<b>177,584.00</b>	<b>209,209.00</b>	<b>12,440.00</b>	<b>177,584.00</b>	<b>190,024.00</b>	<b>-9.2%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(47,774.91)	47,774.91	0.00	(17,019.00)	17,019.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(9,116.00)	0.00	(9,116.00)	(9,576.00)	0.00	(9,576.00)	5.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(56,890.91)</b>	<b>47,774.91</b>	<b>(9,116.00)</b>	<b>(26,595.00)</b>	<b>17,019.00</b>	<b>(9,576.00)</b>	<b>5.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>5,431,026.54</b>	<b>3,045,184.93</b>	<b>8,476,211.47</b>	<b>5,792,107.00</b>	<b>2,867,919.00</b>	<b>8,660,026.00</b>	<b>2.2%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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%
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(694,952.60)	694,952.60	0.00	(754,316.00)	754,316.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(694,952.60)	694,952.60	0.00	(754,316.00)	754,316.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>									
(a - b + c - d + e)			(694,952.60)	694,952.60	0.00	(754,316.00)	754,316.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	5,979,659.00	0.00	5,979,659.00	6,361,477.00	0.00	6,361,477.00	6.4%
2) Federal Revenue		8100-8299	0.00	2,306,531.95	2,306,531.95	0.00	367,704.00	367,704.00	-84.1%
3) Other State Revenue		8300-8599	98,487.00	901,729.35	1,000,216.35	97,848.00	669,014.00	766,862.00	-23.3%
4) Other Local Revenue		8600-8799	88,000.00	163,048.26	251,048.26	88,000.00	120,865.00	208,865.00	-16.8%
5) TOTAL, REVENUES			6,166,146.00	3,371,309.56	9,537,455.56	6,547,323.00	1,157,583.00	7,704,906.00	-19.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>									
1) Instruction	1000-1999		3,610,736.16	1,657,855.72	5,268,591.88	3,825,026.00	2,012,812.00	5,837,838.00	10.8%
2) Instruction - Related Services	2000-2999		511,232.00	71,631.37	582,863.37	666,715.00	74,764.00	741,479.00	27.2%
3) Pupil Services	3000-3999		320,416.29	38,528.04	358,944.33	296,563.00	49,385.00	345,948.00	-3.6%
4) Ancillary Services	4000-4999		532.00	0.00	532.00	690.00	0.00	690.00	29.7%
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		580,202.09	61,584.00	641,786.09	621,375.00	30,714.00	652,089.00	1.6%
8) Plant Services	8000-8999		376,283.00	1,038,001.80	1,414,284.80	369,298.00	522,660.00	891,958.00	-36.9%
9) Other Outgo	9000-9999	Except 7600-7699	31,625.00	177,584.00	209,209.00	12,440.00	177,584.00	190,024.00	-9.2%
10) TOTAL, EXPENDITURES			5,431,026.54	3,045,184.93	8,476,211.47	5,792,107.00	2,867,919.00	8,660,026.00	2.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A6 - B10)</b>			735,119.46	326,124.63	1,061,244.09	755,216.00	(1,710,336.00)	(955,120.00)	-190.0%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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	(694,952.60)	694,952.60	0.00	(754,316.00)	754,316.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(694,952.60)	694,952.60	0.00	(754,316.00)	754,316.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			40,166.86	1,021,077.23	1,061,244.09	900.00	(956,020.00)	(955,120.00)	-190.0%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,226,790.48	540,947.47	3,767,737.95	3,266,957.34	1,562,024.70	4,828,982.04	28.2%
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)			3,226,790.48	540,947.47	3,767,737.95	3,266,957.34	1,562,024.70	4,828,982.04	28.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,226,790.48	540,947.47	3,767,737.95	3,266,957.34	1,562,024.70	4,828,982.04	28.2%
2) Ending Balance, June 30 (E + F1e)			3,266,957.34	1,562,024.70	4,828,982.04	3,267,857.34	606,004.70	3,873,862.04	-19.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,500.00	0.00	2,500.00	0.00	0.00	0.00	-100.0%
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	1,562,024.70	1,562,024.70	0.00	606,004.70	606,004.70	-61.2%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	3,264,457.34	0.00	3,264,457.34	3,267,857.34	0.00	3,267,857.34	0.1%



<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
3212	Elementary and Secondary School Relief II (ESSER II) Fund	600,000.00	0.00
5640	Medi-Cal Billing Option	10,309.02	8,984.02
6230	California Clean Energy Jobs Act	10,153.20	10,153.20
6300	Lottery: Instructional Materials	91,315.40	96,550.40
7425	Expanded Learning Opportunities (ELO) Grant	318,713.00	0.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Sta	41,444.00	0.00
9010	Other Restricted Local	490,090.08	490,317.08
<b>Total, Restricted Balance</b>		<b>1,562,024.70</b>	<b>606,004.70</b>



TIPTON ELEMENTARY SCHOOL DISTRICT

## **CAFETERIA FUND**

2021-2022 Budget Adoption

June 8<sup>th</sup>, 2021

### **Fund # 13**

The Cafeteria Fund is the operating fund of the District that accumulates costs related to providing food services for students. The Cafeteria Fund does not require a contribution from the General Fund.

Child Nutrition Services provides lunch, breakfast and snacks, as well as other food services, to students and staff of the Tipton Elementary School District. Money received from meal service and sales is deposited into the Cafeteria Fund.

The primary program expenditures are for labor, benefits and meal supplies. The Cafeteria Fund is a categorical fund expected to operate solely on program revenues received. The Child Nutrition Services program will continue to streamline operations and maximize its use of resources.



TIPTON ELEMENTARY SCHOOL DISTRICT

## DEFERRED MAINTENANCE FUND

2021-2021 Budget Adoption  
June 8<sup>th</sup>, 2021

### Fund # 14

Deferred Maintenance is a separate fund form the district general fund. The District no longer receives funds for Deferred Maintenance Fund, as it has been rolled in to the LCFF funding, however the district transfers \$10k annually from the LCFF. The District will continue to contribute amounts needed for this program.

Principle revenues in this fund are:

- Interest
- Interfund Transfers In
- LCFF Revenue

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	395,000.00	395,000.00	0.0%
3) Other State Revenue		8300-8599	74,738.51	35,000.00	-53.2%
4) Other Local Revenue		8600-8799	12,000.00	12,000.00	0.0%
5) TOTAL, REVENUES			481,738.51	442,000.00	-8.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	156,551.00	166,000.00	6.0%
3) Employee Benefits		3000-3999	74,094.00	83,718.00	13.0%
4) Books and Supplies		4000-4999	264,738.51	170,000.00	-35.8%
5) Services and Other Operating Expenditures		5000-5999	32,000.00	32,000.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	9,116.00	9,576.00	5.0%
9) TOTAL, EXPENDITURES			536,499.51	461,294.00	-14.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(54,761.00)	(19,294.00)	-64.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(54,761.00)	(19,294.00)	-64.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	363,787.41	309,026.41	-15.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			363,787.41	309,026.41	-15.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			363,787.41	309,026.41	-15.1%
2) Ending Balance, June 30 (E + F1e)			309,026.41	289,732.41	-6.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	309,026.41	289,732.41	-6.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	395,000.00	395,000.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>395,000.00</b>	<b>395,000.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	74,738.51	35,000.00	-53.2%
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>74,738.51</b>	<b>35,000.00</b>	<b>-53.2%</b>
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	2,000.00	2,000.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	5,000.00	5,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	5,000.00	5,000.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>12,000.00</b>	<b>12,000.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>481,738.51</b>	<b>442,000.00</b>	<b>-8.2%</b>



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	111,000.00	119,000.00	7.2%
Classified Supervisors' and Administrators' Salaries		2300	45,551.00	47,000.00	3.2%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>156,551.00</b>	<b>166,000.00</b>	<b>6.0%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	31,376.00	38,050.00	21.3%
OASDI/Medicare/Alternative		3301-3302	11,900.00	12,710.00	6.8%
Health and Welfare Benefits		3401-3402	24,000.00	24,000.00	0.0%
Unemployment Insurance		3501-3502	77.00	2,045.00	2555.8%
Workers' Compensation		3601-3602	5,750.00	5,850.00	1.7%
OPEB, Allocated		3701-3702	578.00	650.00	12.5%
OPEB, Active Employees		3751-3752	413.00	413.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>74,094.00</b>	<b>83,718.00</b>	<b>13.0%</b>
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	35,000.00	25,000.00	-28.6%
Noncapitalized Equipment		4400	5,000.00	5,000.00	0.0%
Food		4700	224,738.51	140,000.00	-37.7%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>264,738.51</b>	<b>170,000.00</b>	<b>-35.8%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	500.00	500.00	0.0%
Dues and Memberships		5300	500.00	500.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	15,000.00	15,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	500.00	500.00	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	15,500.00	15,500.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>32,000.00</b>	<b>32,000.00</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	9,116.00	9,576.00	5.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>9,116.00</b>	<b>9,576.00</b>	<b>5.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>536,499.51</b>	<b>461,294.00</b>	<b>-14.0%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	395,000.00	395,000.00	0.0%
3) Other State Revenue		8300-8599	74,738.51	35,000.00	-53.2%
4) Other Local Revenue		8600-8799	12,000.00	12,000.00	0.0%
5) TOTAL REVENUES			481,738.51	442,000.00	-8.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		507,383.51	431,718.00	-14.9%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		9,116.00	9,576.00	5.0%
8) Plant Services	8000-8999		20,000.00	20,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL EXPENDITURES			536,499.51	461,294.00	-14.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(54,761.00)	(19,294.00)	-64.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(54,761.00)	(19,294.00)	-64.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	363,787.41	309,026.41	-15.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			363,787.41	309,026.41	-15.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			363,787.41	309,026.41	-15.1%
2) Ending Balance, June 30 (E + F1e)					
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	309,026.41	289,732.41	-6.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
5310	Child Nutrition: School Programs (e.g., School Lunch, School	309,026.41	289,732.41
Total, Restricted Balance		<u>309,026.41</u>	<u>289,732.41</u>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	10,000.00	10,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,100.00	1,100.00	0.0%
5) TOTAL, REVENUES			11,100.00	11,100.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	8,500.00	8,500.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	12,500.00	2,600.00	-79.2%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			21,000.00	11,100.00	-47.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(9,900.00)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(9,900.00)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	63,928.51	54,028.51	-15.5%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			63,928.51	54,028.51	-15.5%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			63,928.51	54,028.51	-15.5%
2) Ending Balance, June 30 (E + F1e)					
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	54,028.51	54,028.51	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	10,000.00	10,000.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>10,000.00</b>	<b>10,000.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>					
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,100.00	1,100.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>1,100.00</b>	<b>1,100.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>11,100.00</b>	<b>11,100.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	8,500.00	8,500.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			8,500.00	8,500.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	11,000.00	1,100.00	-90.0%
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	1,500.00	1,500.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>12,500.00</b>	<b>2,600.00</b>	<b>-79.2%</b>
<b>CAPITAL OUTLAY</b>					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>21,000.00</b>	<b>11,100.00</b>	<b>-47.1%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs					
		7651	0.00	0.00	0.0%
All Other Financing Uses					
		7699	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues					
		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues					
		8990	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	10,000.00	10,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,100.00	1,100.00	0.0%
5) TOTAL, REVENUES			11,100.00	11,100.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		21,000.00	11,100.00	-47.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			21,000.00	11,100.00	-47.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(9,900.00)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(9,900.00)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	63,928.51	54,028.51	-15.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			63,928.51	54,028.51	-15.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			63,928.51	54,028.51	-15.5%
2) Ending Balance, June 30 (E + F1e)			54,028.51	54,028.51	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			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	54,028.51	54,028.51	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%

<u>Resource</u>	<u>Description</u>	<u>2020-21 Estimated Actuals</u>	<u>2021-22 Budget</u>
	Total, Restricted Balance	0.00	0.00



TIPTON ELEMENTARY SCHOOL DISTRICT

## **BUILDING FUND**

2021-2022 Budget Adoption  
June 8<sup>th</sup>, 2021

### **Fund # 21**

This fund exists primarily to account separately for proceeds from the sale of bonds and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the Building Fund (Fund 21) are proceeds from the sale or lease-with-option-to-purchase of real property and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board.

Principle revenues and other sources in this fund are:

- Rentals and leases

- Interest

- Proceeds from the Sale of Bonds (Current Year and/or Prior Years).

- Proceeds from the Sale/Lease-Purchase of Land and Buildings (when applicable).

Currently this fund is not in use.

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10.00	10.00	0.0%
5) TOTAL, REVENUES			10.00	10.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			10.00	10.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			10.00	10.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	594.54	604.54	1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			594.54	604.54	1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			594.54	604.54	1.7%
2) Ending Balance, June 30 (E + F1e)			604.54	614.54	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	604.54	614.54	1.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
		8615	0.00	0.00	0.0%
Unsecured Roll					
		8616	0.00	0.00	0.0%
Prior Years' Taxes					
		8617	0.00	0.00	0.0%
Supplemental Taxes					
		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
		8621	0.00	0.00	0.0%
Other					
		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Leases and Rentals					
		8650	0.00	0.00	0.0%
Interest					
		8660	10.00	10.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue					
		8699	0.00	0.00	0.0%
All Other Transfers In from All Others					
		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>10.00</b>	<b>10.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>10.00</b>	<b>10.00</b>	<b>0.0%</b>



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	2020-21		2021-22 Budget	Percent Difference
			Estimated	Actuals		
<b>INTERFUND TRANSFERS</b>						
<b>INTERFUND TRANSFERS IN</b>						
Other Authorized Interfund Transfers In		8919	0.00		0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00		0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>						
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>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00		0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)					
			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10.00	10.00	0.0%
5) TOTAL REVENUES			10.00	10.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			10.00	10.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			10.00	10.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	594.54	604.54	1.7%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			594.54	604.54	1.7%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			594.54	604.54	1.7%
2) Ending Balance, June 30 (E + F1e)					
			604.54	614.54	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	604.54	614.54	1.7%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
9010	Other Restricted Local	604.54	614.54
Total, Restricted Balance		604.54	614.54





TIPTON ELEMENTARY SCHOOL DISTRICT

## **CAPITAL FACILITIES FUND**

2021-2022 Budget Adoption

June 8<sup>th</sup>, 2021

### **Fund # 25**

This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development. The authority for these levies may be county/city ordinances or private agreements between the LEA and the developer. Interest earned in the Capital Facilities Fund (Fund 25) is restricted to that fund.

Principle revenues in this fund are the following:

- Interest

- Mitigation/Developer Fees

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	23,200.00	23,200.00	0.0%
5) TOTAL, REVENUES			23,200.00	23,200.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	5,000.00	5,000.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,000.00	5,000.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			18,200.00	18,200.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			18,200.00	18,200.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,184.22	26,384.22	222.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,184.22	26,384.22	222.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,184.22	26,384.22	222.4%
2) Ending Balance, June 30 (E + F1e)			26,384.22	44,584.22	69.0%
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	26,384.22	44,584.22	69.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	200.00	200.00	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	23,000.00	23,000.00	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%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>23,200.00</b>	<b>23,200.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>23,200.00</b>	<b>23,200.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Other Certificated Salaries		1900	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,000.00	5,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>5,000.00</b>	<b>5,000.00</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>5,000.00</b>	<b>5,000.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
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>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	23,200.00	23,200.00	0.0%
5) TOTAL, REVENUES			23,200.00	23,200.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		5,000.00	5,000.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,000.00	5,000.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			18,200.00	18,200.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			18,200.00	18,200.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,184.22	26,384.22	222.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,184.22	26,384.22	222.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,184.22	26,384.22	222.4%
2) Ending Balance, June 30 (E + F1e)			26,384.22	44,584.22	69.0%
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			26,384.22	44,584.22	69.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
9010	Other Restricted Local	26,384.22	44,584.22
Total, Restricted Balance		<u>26,384.22</u>	<u>44,584.22</u>



TIPTON ELEMENTARY SCHOOL DISTRICT

**COUNTY SCHOOL FACILITIES FUND**

**2021-2022 Budget Adoption**

June 8<sup>th</sup>, 2021

**Fund # 35**

This fund is established pursuant to Education Code Section 17070.43 to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State School Facilities Fund (Proposition 47), the 2004 State School Facilities Fund (Proposition 55), or the 2006 State School Facilities Fund (Proposition 1D) authorized by the State Allocation Board for new school facility construction, modernization projects, and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998 (Education Code Section 17070.10 et seq.).

The principal revenues and other sources in this fund are:

School Facilities Apportionments

Interest

Interfund Transfers In

Funding provided by the State Allocation Board for reconstruction of facilities after disasters such as flooding may be deposited to Fund 35. Typical expenditures in this fund are payments for the costs of sites, site improvements, buildings, building improvements, and furniture and fixtures capitalized as a part of the construction project.

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	349,334.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	5,505.00	5,505.00	0.0%
5) TOTAL REVENUES			354,839.00	5,505.00	-98.4%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	349,334.00	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			349,334.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			5,505.00	5,505.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			5,505.00	5,505.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	782.06	6,287.06	703.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			782.06	6,287.06	703.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			782.06	6,287.06	703.9%
2) Ending Balance, June 30 (E + F1e)			6,287.06	11,792.06	87.6%
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	6,287.06	11,792.06	87.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
School Facilities Apportionments		8545	349,334.00	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			349,334.00	0.00	-100.0%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	5,505.00	5,505.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			5,505.00	5,505.00	0.0%
<b>TOTAL, REVENUES</b>			354,839.00	5,505.00	-98.4%



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	349,334.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			349,334.00	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			349,334.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
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%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>					
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>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	349,334.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	5,505.00	5,505.00	0.0%
5) TOTAL REVENUES			354,839.00	5,505.00	-98.4%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		349,334.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL EXPENDITURES			349,334.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			5,505.00	5,505.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			5,505.00	5,505.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	782.06	6,287.06	703.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			782.06	6,287.06	703.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			782.06	6,287.06	703.9%
2) Ending Balance, June 30 (E + F1e)			6,287.06	11,792.06	87.6%
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			6,287.06	11,792.06	87.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2020-21</b>		<b>2021-22</b>
		<b>Estimated</b>	<b>Actuals</b>	<b>Budget</b>
7710	State School Facilities Projects	6,287.06		11,792.06
Total, Restricted Balance		6,287.06		11,792.06



TIPTON ELEMENTARY SCHOOL DISTRICT

**BOND INTEREST AND REDEMPTION FUND**

2021-2022 Budget Adoption

June 8<sup>th</sup>, 2021

**Fund # 51**

This Fund is strictly in use by the Tulare County Office of Education, Tulare County Controllers and Tulare County Treasurer. This is the ins/outs of our Bond Sales and Proceeds.



Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	103,572.62	100,650.00	-2.8%
5) TOTAL, REVENUES			103,572.62	100,650.00	-2.8%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	100,650.00	100,650.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			100,650.00	100,650.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>					
			2,922.62	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

July 1 Budget  
Bond Interest and Redemption Fund  
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,922.62	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	341,255.86	344,178.48	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			341,255.86	344,178.48	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			341,255.86	344,178.48	0.9%
2) Ending Balance, June 30 (E + F1e)			344,178.48	344,178.48	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	344,178.48	344,178.48	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll					
		8611	100,650.00	100,650.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Interest		8660	2,922.62	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%
<b>TOTAL, OTHER LOCAL REVENUE</b>			103,572.62	100,650.00	-2.8%
<b>TOTAL, REVENUES</b>			103,572.62	100,650.00	-2.8%

July 1 Budget  
Bond Interest and Redemption Fund  
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	100,650.00	100,650.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>100,650.00</b>	<b>100,650.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>100,650.00</b>	<b>100,650.00</b>	<b>0.0%</b>

July 1 Budget  
Bond Interest and Redemption Fund  
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	103,572.62	100,650.00	-2.8%
5) TOTAL, REVENUES			103,572.62	100,650.00	-2.8%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	100,650.00	100,650.00	0.0%
10) TOTAL, EXPENDITURES			100,650.00	100,650.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			2,922.62	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

July 1 Budget  
Bond Interest and Redemption Fund  
Expenditures by Function

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,922.62	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	341,255.86	344,178.48	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			341,255.86	344,178.48	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			341,255.86	344,178.48	0.9%
2) Ending Balance, June 30 (E + F1e)			344,178.48	344,178.48	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			344,178.48	344,178.48	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



<u>Resource</u>	<u>Description</u>	<u>2020-21 Estimated Actuals</u>	<u>2021-22 Budget</u>
9010	Other Restricted Local	344,178.48	344,178.48
Total, Restricted Balance		<u>344,178.48</u>	<u>344,178.48</u>



TIPTON ELEMENTARY SCHOOL DISTRICT

2021-2022 Budget Adoption  
June 8<sup>th</sup>, 2021

**SUPPLEMENTAL  
FORMS**

CEA – Current Expense Formula

ESMŌE - Every Student Succeeds Act MOE

IDR – Indirect Cost Rate

L – Lottery

SIAA/SIAB – Summary of Inter-fund Activities

C&S – Criteria and Standards

Cash Flow

Other forms as needed

Current Expense Formula/Minimum Classroom Compensation

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	2,586,194.35	301	0.00	303	2,586,194.35	305	6,000.00		307	2,580,194.35	309
2000 - Classified Salaries	1,107,210.70	311	0.00	313	1,107,210.70	315	190,841.00		317	916,369.70	319
3000 - Employee Benefits	1,979,068.47	321	14,493.18	323	1,964,575.29	325	99,276.00		327	1,865,299.29	329
4000 - Books, Supplies Equip Replace. (6500)	1,037,599.69	331	76,713.29	333	960,886.40	335	128,863.33		337	832,023.07	339
5000 - Services . . . & 7300 - Indirect Costs	1,176,426.62	341	43,065.00	343	1,133,361.62	345	27,462.05		347	1,105,899.57	349
<b>TOTAL</b>					<b>7,752,228.36</b>	<b>365</b>			<b>TOTAL</b>	<b>7,299,785.98</b>	<b>369</b>

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	2,311,663.00 375
2. Salaries of Instructional Aides Per EC 41011		2100	397,514.00 380
3. STRS		3101 & 3102	549,698.00 382
4. PERS		3201 & 3202	86,748.00 383
5. OASDI - Regular, Medicare and Alternative		3301 & 3302	69,214.00 384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)		3401 & 3402	495,116.00 385
7. Unemployment Insurance		3501 & 3502	2,320.00 390
8. Workers' Compensation Insurance		3601 & 3602	102,906.00 392
9. OPEB, Active Employees (EC 41372)		3751 & 3752	13,728.45 393
10. Other Benefits (EC 22310)		3901 & 3902	0.00 393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)			4,028,907.45 395
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)			148,905.00 396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS			3,880,002.45 397
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			53.15%
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)	53.15%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	6.85%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	7,299,785.98
5. Deficiency Amount (Part III, Line 3 times Line 4)	500,035.34

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

Current Expense Formula/Minimum Classroom Compensation

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	2,660,220.00	301	0.00	303	2,660,220.00	305	6,000.00		307	2,654,220.00	309
2000 - Classified Salaries	1,165,432.00	311	0.00	313	1,165,432.00	315	224,550.00		317	940,882.00	319
3000 - Employee Benefits	2,150,339.00	321	14,932.00	323	2,135,407.00	325	108,239.00		327	2,027,168.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,175,936.00	331	110,997.00	333	1,064,939.00	335	108,000.00		337	956,939.00	339
5000 - Services. . . & 7300 - Indirect Costs	1,240,075.00	341	50,000.00	343	1,190,075.00	345	31,209.00		347	1,158,866.00	349
<b>TOTAL</b>					<b>8,216,073.00</b>	<b>365</b>			<b>TOTAL</b>	<b>7,738,075.00</b>	<b>369</b>

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	2,377,031.00 375
2. Salaries of Instructional Aides Per EC 41011. . . . .		2100	446,624.00 380
3. STRS. . . . .		3101 & 3102	621,195.00 382
4. PERS. . . . .		3201 & 3202	98,020.00 383
5. OASDI - Regular, Medicare and Alternative. . . . .		3301 & 3302	79,459.00 384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). . . . .		3401 & 3402	516,737.00 385
7. Unemployment Insurance. . . . .		3501 & 3502	35,374.00 390
8. Workers' Compensation Insurance. . . . .		3601 & 3602	101,375.00 392
9. OPEB, Active Employees (EC 41372). . . . .		3751 & 3752	13,662.00
10. Other Benefits (EC 22310). . . . .		3901 & 3902	0.00 393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10). . . . .			4,289,477.00 395
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). . . . .			180,797.00 396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .			396
14. TOTAL SALARIES AND BENEFITS. . . . .			4,108,680.00 397
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. . . . .			53.10%
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) . . . . .	53.10%
3. Percentage below the minimum (Part III, Line 1 minus Line 2) . . . . .	6.90%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). . . . .	7,738,075.00
5. Deficiency Amount (Part III, Line 3 times Line 4) . . . . .	533,927.18

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

Section I - Expenditures	Funds 01, 09, and 62			2020-21 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	8,476,211.47
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	1,647,221.44
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	68,935.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	177,584.00
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	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				246,519.00
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	54,761.00
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)				6,637,232.03

<b>Section II - Expenditures Per ADA</b>		<b>2020-21 Annual ADA/ Exps. Per ADA</b>
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		522.41
B. Expenditures per ADA (Line I.E divided by Line II.A)		12,705.02
<b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b>		
	<b>Total</b>	<b>Per ADA</b>
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.)	6,160,847.02	11,793.13
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)	6,160,847.02	11,793.13
B. Required effort (Line A.2 times 90%)	5,544,762.32	10,613.82
C. Current year expenditures (Line I.E and Line II.B)	6,637,232.03	12,705.02
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 2022-23 may be reduced by the lower of the two percentages)	0.00%	0.00%

<b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b>		
<b>Description of Adjustments</b>	<b>Total Expenditures</b>	<b>Expenditures Per ADA</b>
<b>Total adjustments to base expenditures</b>	<b>0.00</b>	<b>0.00</b>

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

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

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

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 167,826.00
- 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) 5,490,154.34

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

- (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 3.06%

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

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

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

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

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

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

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

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



**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)	283,261.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	0.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	28,785.95
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	312,046.95
9. Carry-Forward Adjustment (Part IV, Line F)	40,754.69
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	352,801.64

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	5,268,591.88
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	572,863.37
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	349,947.33
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	532.00
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)	333,144.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	31,000.00
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)	3,497.09
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)	911,931.21
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	302,645.00
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)	7,774,151.88

**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment  
(For information only - not for use when claiming/recovering indirect costs)**

(Line A8 divided by Line B19) 4.01%

**D. Preliminary Proposed Indirect Cost Rate**

**(For final approved fixed-with-carry-forward rate for use in 2022-23 see [www.cde.ca.gov/fg/ac/ic](http://www.cde.ca.gov/fg/ac/ic))**

(Line A10 divided by Line B19) 4.54%

**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.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	<u>312,046.95</u>
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	<u>(106,480.24)</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (2.12%) times Part III, Line B19); zero if negative	<u>40,754.69</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (2.12%) times Part III, Line B19) or (the highest rate used to recover costs from any program (6.66%) times Part III, Line B19); zero if positive	<u>0.00</u>
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	<u>40,754.69</u>
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
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:	<u>not applicable</u>
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:	<u>not applicable</u>
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:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	<u>40,754.69</u>

Approved indirect cost rate: 2.12%  
Highest rate used in any program: 6.66%

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

<b>Fund</b>	<b>Resource</b>	<b>Eligible Expenditures (Objects 1000-5999 except Object 5100)</b>	<b>Indirect Costs Charged (Objects 7310 and 7350)</b>	<b>Rate Used</b>
01	3010	453,623.87	9,825.00	2.17%
01	3210	192,475.01	4,080.47	2.12%
01	3212	292,570.00	19,475.00	6.66%
01	3215	11,711.71	248.29	2.12%
01	4035	47,996.57	710.00	1.48%
01	4201	8,889.49	180.00	2.02%
01	4203	46,985.31	798.00	1.70%
01	6010	178,537.49	4,883.00	2.73%
01	7388	8,445.84	179.05	2.12%
01	7420	50,334.90	1,067.10	2.12%
01	8150	300,671.00	6,329.00	2.10%
13	5310	487,645.00	9,116.00	1.87%

July 1 Budget  
2020-21 Estimated Actuals  
LOTTERY REPORT  
Revenues, Expenditures and  
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	433,428.65		85,767.40	519,196.05
2. State Lottery Revenue	8560	78,209.00		25,548.00	103,757.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		511,637.65	0.00	111,315.40	622,953.05
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	0.00			0.00
4. Books and Supplies	4000-4999	30,000.00		20,000.00	50,000.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	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				
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 )		30,000.00	0.00	20,000.00	50,000.00
<b>C. ENDING BALANCE</b> (Must equal Line A6 minus Line B12)					
	979Z	481,637.65	0.00	91,315.40	572,953.05
<b>D. COMMENTS:</b>					

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	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	(9,116.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
06 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	9,116.00	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					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00

July 1 Budget  
2020-21 Estimated Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

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				
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								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
<b>TOTALS</b>	<b>0.00</b>	<b>0.00</b>	<b>9,116.00</b>	<b>(9,116.00)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

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	(9,576.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	9,576.00	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								
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								
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								

July 1 Budget  
2021-22 Budget  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7800-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
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								
<b>TOTALS</b>	<b>0.00</b>	<b>0.00</b>	<b>9,576.00</b>	<b>(9,576.00)</b>	<b>0.00</b>	<b>0.00</b>		



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):

District's ADA Standard Percentage Level:

**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 (2018-19)				
District Regular	554	555		
Charter School				
<b>Total ADA</b>	<b>554</b>	<b>555</b>	<b>N/A</b>	<b>Met</b>
Second Prior Year (2019-20)				
District Regular	525	525		
Charter School				
<b>Total ADA</b>	<b>525</b>	<b>525</b>	<b>0.0%</b>	<b>Met</b>
First Prior Year (2020-21)				
District Regular	521	521		
Charter School		0		
<b>Total ADA</b>	<b>521</b>	<b>521</b>	<b>0.0%</b>	<b>Met</b>
Budget Year (2021-22)				
District Regular	521			
Charter School	0			
<b>Total ADA</b>	<b>521</b>			

**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):

District's Enrollment Standard Percentage Level:

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

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

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2018-19)				
District Regular		584		
Charter School				
<b>Total Enrollment</b>		<b>584</b>	<b>6.0%</b>	<b>Not Met</b>
Second Prior Year (2019-20)				
District Regular		545		
Charter School				
<b>Total Enrollment</b>		<b>545</b>	<b>0.6%</b>	<b>Met</b>
First Prior Year (2020-21)				
District Regular		542		
Charter School				
<b>Total Enrollment</b>		<b>542</b>	<b>2.4%</b>	<b>Not Met</b>
Budget Year (2021-22)				
District Regular		527		
Charter School				
<b>Total Enrollment</b>		<b>527</b>		

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

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

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

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

In 2020-21 enrollment decrease due to the students unable to return to school for in-person instruction.

- 1b. STANDARD NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

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

In 18-19 the district experienced an unexpected decrease in enrollment. In 2020-21 enrollment decrease was due to the students unable to return to school for in-person instruction.

**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 (2018-19)			
District Regular	525	549	
Charter School		0	
<b>Total ADA/Enrollment</b>	<b>525</b>	<b>549</b>	<b>95.6%</b>
Second Prior Year (2019-20)			
District Regular	521	542	
Charter School			
<b>Total ADA/Enrollment</b>	<b>521</b>	<b>542</b>	<b>96.1%</b>
First Prior Year (2020-21)			
District Regular	521	529	
Charter School	0		
<b>Total ADA/Enrollment</b>	<b>521</b>	<b>529</b>	<b>98.5%</b>
Historical Average Ratio:			96.7%
<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>			<b>97.2%</b>

**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 (2021-22)				
District Regular	515	527		
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>515</b>	<b>527</b>	<b>97.7%</b>	<b>Not Met</b>
1st Subsequent Year (2022-23)				
District Regular	515	527		
Charter School				
<b>Total ADA/Enrollment</b>	<b>515</b>	<b>527</b>	<b>97.7%</b>	<b>Not Met</b>
2nd Subsequent Year (2023-24)				
District Regular	515	527		
Charter School				
<b>Total ADA/Enrollment</b>	<b>515</b>	<b>527</b>	<b>97.7%</b>	<b>Not Met</b>

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

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

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

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

The district has projected a slight increase in the ratio of ADA to enrollment. It is basing this ratio on current enrollment and ADA projections. Also, the district experienced an unexpected decrease in the ratio in 18-19 which is skewing the historical average.

**4. CRITERION: LCFF Revenue**

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

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

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

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

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

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

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

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

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

**Projected LCFF Revenue**

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
<b>Step 1 - Change in Population</b>				
a. ADA (Funded) (Form A, lines A6 and C4)	522.41	522.41	515.00	515.00
b. Prior Year ADA (Funded)		522.41	522.41	515.00
c. Difference (Step 1a minus Step 1b)		0.00	(7.41)	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	-1.42%	0.00%
<b>Step 2 - Change in Funding Level</b>				
a. Prior Year LCFF Funding		5,989,659.00	6,371,477.00	6,440,649.00
b1. COLA percentage		5.07%	2.48%	3.11%
b2. COLA amount (proxy for purposes of this criterion)		303,675.71	158,012.63	200,304.18
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		5.07%	2.48%	3.11%
<b>Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)</b>		5.07%	1.06%	3.11%
<b>LCFF Revenue Standard (Step 3, plus/minus 1%):</b>		<b>4.07% to 6.07%</b>	<b>.06% to 2.06%</b>	<b>2.11% to 4.11%</b>

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

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

**Basic Aid District Projected LCFF Revenue**

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	752,701.00	752,701.00	752,701.00	752,701.00
Percent Change from Previous Year		N/A	N/A	N/A
<b>Basic Aid Standard (percent change from previous year, plus/minus 1%):</b>		N/A	N/A	N/A

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

DATA ENTRY: All data are extracted or calculated.

**Necessary Small School District Projected LCFF Revenue**

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
<b>Necessary Small School Standard (COLA Step 2c, plus/minus 1%):</b>	N/A	N/A	N/A

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

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

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	5,989,659.00	6,371,477.00	6,440,649.00	6,636,876.00
District's Projected Change in LCFF Revenue:		6.37%	1.09%	3.05%
<b>LCFF Revenue Standard:</b>		<b>4.07% to 6.07%</b>	<b>.06% to 2.06%</b>	<b>2.11% to 4.11%</b>
<b>Status:</b>		Not Met	Met	Met

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

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

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

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

In 2021-22 the 3 year rolling average was 95.26 in 2020-21 it was 92.55%. This increased funding in 21-22 above the average.

**5. CRITERION: Salaries and Benefits**

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2018-19)	4,370,040.51	5,036,059.12	86.8%
Second Prior Year (2019-20)	4,675,551.11	5,212,032.07	89.7%
First Prior Year (2020-21)	4,540,035.89	5,431,026.54	83.6%
	Historical Average Ratio:		86.7%

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	82.7% to 90.7%	82.7% to 90.7%	82.7% to 90.7%

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

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2021-22)	4,588,290.00	5,792,107.00	79.2%	Not Met
1st Subsequent Year (2022-23)	4,720,190.00	5,883,606.00	80.2%	Not Met
2nd Subsequent Year (2023-24)	4,827,422.00	6,017,099.00	80.2%	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)

In all three years the district has increased spending in supplies and services for COVID related expenditures.

**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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	5.07%	1.06%	3.11%
<b>2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):</b>	<b>-4.93% to 15.07%</b>	<b>-8.94% to 11.06%</b>	<b>-6.89% to 13.11%</b>
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	.07% to 10.07%	-3.94% to 6.06%	-1.89% to 8.11%

**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
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2020-21)	2,306,531.95		
Budget Year (2021-22)	367,704.00	-84.06%	Yes
1st Subsequent Year (2022-23)	2,464,293.00	570.18%	Yes
2nd Subsequent Year (2023-24)	367,704.00	-85.08%	Yes

**Explanation:**  
(required if Yes)

In 2020-21 the district budgeted Title I, II, III and IV carryover. Also, included in 20-21 was CARES funds, ESSER I and II and GEER. In 21-22 the district has budgeted ESSER III funds. In 23-24 no COVID or one-time funds were included.

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)</b>			
First Prior Year (2020-21)	1,000,216.35		
Budget Year (2021-22)	766,860.00	-23.33%	Yes
1st Subsequent Year (2022-23)	570,309.00	-25.63%	Yes
2nd Subsequent Year (2023-24)	570,845.00	0.09%	No

**Explanation:**  
(required if Yes)

In 20-21 the district has budgeted LLM and ELO funds. In 2021-22 the district has budgeted IPI funds. In 2022-23 no COVID or one-time funds were included.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)</b>			
First Prior Year (2020-21)	251,048.26		
Budget Year (2021-22)	208,865.00	-16.80%	Yes
1st Subsequent Year (2022-23)	208,865.00	0.00%	No
2nd Subsequent Year (2023-24)	208,865.00	0.00%	No

**Explanation:**  
(required if Yes)

In 2020-21 the district received a grant from the San Joaquin Valley Air Pollution Control of \$41,000.

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)</b>			
First Prior Year (2020-21)	1,037,599.69		
Budget Year (2021-22)	1,175,936.00	13.33%	Yes
1st Subsequent Year (2022-23)	1,201,978.00	2.21%	No
2nd Subsequent Year (2023-24)	1,226,757.00	2.06%	No

**Explanation:**  
(required if Yes)

In 20-21 supplies were increase to expend carryover and COVID funds.

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

First Prior Year (2020-21)	1,185,542.62		
Budget Year (2021-22)	1,249,651.00	5.41%	No
1st Subsequent Year (2022-23)	1,276,876.00	2.18%	No
2nd Subsequent Year (2023-24)	1,302,780.00	2.03%	No

**Explanation:**  
(required if Yes)

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

DATA ENTRY: All data are extracted or calculated.

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

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

First Prior Year (2020-21)	3,557,796.56		
Budget Year (2021-22)	1,343,429.00	-62.24%	Not Met
1st Subsequent Year (2022-23)	3,243,467.00	141.43%	Not Met
2nd Subsequent Year (2023-24)	1,147,414.00	-64.62%	Not Met

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

First Prior Year (2020-21)	2,223,142.31		
Budget Year (2021-22)	2,425,587.00	9.11%	Met
1st Subsequent Year (2022-23)	2,478,854.00	2.20%	Met
2nd Subsequent Year (2023-24)	2,529,537.00	2.04%	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)

In 2020-21 the district budgeted Title I, II, III and IV carryover. Also, included in 20-21 was CARES funds, ESSER I and II and GEER. In 21-22 the district has budgeted ESSER III funds. In 23-24 no COVID or one-time funds were included.

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

In 20-21 the district has budgeted LLM and ELO funds. In 2021-22 the district has budgeted IPI funds. In 2022-23 no COVID or one-time funds were included.

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

In 2020-21 the district received a grant from the San Joaquin Valley Air Pollution Control of \$41,000.

- 1b. STANDARD MET - Projected total operating expenditures have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**  
Books and Supplies  
(linked from 6B  
if NOT met)

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



**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. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

**DATA ENTRY:** Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

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

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690)	8,398,181.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00	3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution <sup>1</sup> to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	8,398,181.00	251,945.43	287,206.00	Met

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

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

- 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<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in two out of three prior fiscal years.

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2018-19)	Second Prior Year (2019-20)	First Prior Year (2020-21)
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)	300,788.00	292,338.67	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	2,488,401.16	2,931,951.81	3,264,457.34
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	(71,893.37)	0.00
e. Available Reserves (Lines 1a through 1d)	2,789,189.16	3,152,397.11	3,264,457.34
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	7,323,282.77	6,737,288.69	8,476,211.47
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)	7,323,282.77	6,737,288.69	8,476,211.47
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	38.1%	46.8%	38.5%
<b>District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):</b>	<b>12.7%</b>	<b>15.6%</b>	<b>12.8%</b>

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

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2018-19)	314,993.22	5,336,059.12	N/A	Met
Second Prior Year (2019-20)	445,101.32	5,212,032.07	N/A	Met
First Prior Year (2020-21)	40,166.86	5,431,026.54	N/A	Met
Budget Year (2021-22) (Information only)	900.00	5,792,107.00		

**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 <sup>1</sup>		District ADA		
1.7%	0	to	300	
1.3%	301	to	1,000	
1.0%	1,001	to	30,000	
0.7%	30,001	to	400,000	
0.3%	400,001	and	over	

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

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

District's Fund Balance Standard Percentage Level:

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance <sup>2</sup> (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
Third Prior Year (2018-19)	2,154,680.25	2,476,695.94	N/A	Met
Second Prior Year (2019-20)	2,287,388.22	2,781,689.16	N/A	Met
First Prior Year (2020-21)	2,919,834.14	3,226,790.48	N/A	Met
Budget Year (2021-22) (Information only)	3,266,957.34			

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

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

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

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

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

**10. CRITERION: Reserves**

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

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

Percentage Level	District ADA		
5% or \$71,000 (greater of)	0	to	300
4% or \$71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

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

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

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

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	515	515	515
<b>District's Reserve Standard Percentage Level:</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>

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

**DATA ENTRY:** For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
  - Enter the name(s) of the SELPA(s): \_\_\_\_\_

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

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

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

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	8,660,026.00	8,828,992.00	9,016,404.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	8,660,026.00	8,828,992.00	9,016,404.00
4. Reserve Standard Percentage Level	4%	4%	4%
5. Reserve Standard - by Percent (Line B3 times Line B4)	346,401.04	353,159.68	360,656.16
6. Reserve Standard - by Amount (\$71,000 for districts with 0 to 1,000 ADA, else 0)	71,000.00	71,000.00	71,000.00
7. <b>District's Reserve Standard (Greater of Line B5 or Line B6)</b>	<b>346,401.04</b>	<b>353,159.68</b>	<b>360,656.16</b>

**10C. Calculating the District's Budgeted Reserve Amount**

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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)	0.00		
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	3,267,857.34	3,236,474.34	3,257,891.34
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	3,267,857.34	3,236,474.34	3,257,891.34
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	37.73%	36.66%	36.13%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>346,401.04</b>	<b>353,159.68</b>	<b>360,656.16</b>
Status:	Met	Met	Met

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

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

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

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

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**SUPPLEMENTAL INFORMATION**

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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?

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?

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?

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)?

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
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2020-21)	(694,952.60)			
Budget Year (2021-22)	(754,316.00)	59,363.40	8.5%	Met
1st Subsequent Year (2022-23)	(764,480.00)	10,164.00	1.3%	Met
2nd Subsequent Year (2023-24)	(774,950.00)	10,470.00	1.4%	Met
<b>1b. Transfers In, General Fund *</b>				
First Prior Year (2020-21)	0.00			
Budget Year (2021-22)	0.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
<b>1c. Transfers Out, General Fund *</b>				
First Prior Year (2020-21)	0.00			
Budget Year (2021-22)	0.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**  
Do you have any capital projects that may impact the general fund operational budget? No

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

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

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

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

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

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

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

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

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

--

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

**Project Information:**  
(required if YES)




**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

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

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

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

1. Does your district have long-term (multiyear) commitments?  
(If No, skip item 2 and Sections S6B and S6C)

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:		Principal Balance as of July 1, 2021
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	17	010-99900-0-00000-89800	010-99900-00000-91000-74380/74390	1,158,800
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

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

QZAB	11	010-99901-0-00000-89800	010-99901-0-00000-91000-74380/74390	1,135,626
<b>TOTAL:</b>				<b>2,294,426</b>

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Budget Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Leases	89,584	89,555	89,464	89,613
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

QZAB	88,000	88,000	88,000	88,000
<b>Total Annual Payments:</b>	<b>177,584</b>	<b>177,555</b>	<b>177,464</b>	<b>177,613</b>
<b>Has total annual payment increased over prior year (2020-21)?</b>		<b>No</b>	<b>No</b>	<b>Yes</b>

---

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

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DATA ENTRY: Enter an explanation if Yes.

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

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

These long-term debts are made with contributions from the unrestricted general fund.

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

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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:

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
81,746	0

4. OPEB Liabilities

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

609,832.00
609,832.00
Actuarial
Mar 31, 2018

5. OPEB Contributions

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
0.00	0.00	0.00
34,092.00	35,115.00	36,168.00
29,141.00	37,033.00	25,149.00
4	4	4

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

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

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

No
----

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

--

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


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

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	27.0	25.0	25.0	25.0

**Certificated (Non-management) Salary and Benefit Negotiations**

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

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

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

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

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?   
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?   
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date:  End Date:

5. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	No	No

**One Year Agreement**

Total cost of salary settlement	83,972		
% change in salary schedule from prior year or	2.8%		

**Multiyear Agreement**

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

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

**Negotiations Not Settled**

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

--

Budget Year  
(2021-22)

1st Subsequent Year  
(2022-23)

2nd Subsequent Year  
(2023-24)

7. Amount included for any tentative salary schedule increases

--	--	--

Budget Year  
(2021-22)

1st Subsequent Year  
(2022-23)

2nd Subsequent Year  
(2023-24)

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

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


**Certificated (Non-management) Prior Year Settlements**

- Are any new costs from prior year settlements included in the budget?  
If Yes, amount of new costs included in the budget and MYPs  
If Yes, explain the nature of the new costs:


--

**Certificated (Non-management) Step and Column Adjustments**

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

Budget Year  
(2021-22)

1st Subsequent Year  
(2022-23)

2nd Subsequent Year  
(2023-24)


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

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

Budget Year  
(2021-22)

1st Subsequent Year  
(2022-23)

2nd Subsequent Year  
(2023-24)


**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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	35.0	35.0	34.0	34.0

**Classified (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 08, 2021

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 15, 2021

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 15, 2021

4. Period covered by the agreement: Begin Date: Jul 01, 2021 End Date: Jun 30, 2022

5. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes		

**One Year Agreement**

Total cost of salary settlement	43,748		
% change in salary schedule from prior year or	2.6%		

**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

7. Amount included for any tentative salary schedule increases

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
<b>Classified (Non-management) Health and Welfare (H&amp;W) Benefits</b>			
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

<b>Classified (Non-management) Prior Year Settlements</b>			
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:			

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
<b>Classified (Non-management) Step and Column Adjustments</b>			
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
<b>Classified (Non-management) Attrition (layoffs and retirements)</b>			
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.):

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

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

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	4.0	4.0	4.0	4.0

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

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

n/a

If Yes, complete question 2.

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

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

Negotiations Settled

2. Salary settlement:

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

Total cost of salary settlement

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

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Total cost of salary settlement			
% change in salary schedule from prior year			

Negotiations Not Settled

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

4. Amount included for any tentative salary schedule increases

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Amount included for any tentative salary schedule increases			

**Management/Supervisor/Confidential Health and Welfare (H&W) Benefits**

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

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are costs of H&W benefit changes included in the budget and MYPs?			
Total cost of H&W benefits			
Percent of H&W cost paid by employer			
Percent projected change in H&W cost over prior year			

**Management/Supervisor/Confidential Step and Column Adjustments**

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

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are step & column adjustments included in the budget and MYPs?			
Cost of step and column adjustments			
Percent change in step & column over prior year			

**Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are costs of other benefits included in the budget and MYPs?			
Total cost of other benefits			
Percent change in cost of other benefits over prior year			

**S9. Local Control and Accountability Plan (LCAP)**

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

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

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

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

**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?

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**ADDITIONAL FISCAL INDICATORS**

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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?   | <input type="button" value="No"/>  |
| A2. Is the system of personnel position control independent from the payroll system?   | <input type="button" value="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)   | <input type="button" value="Yes"/> |
| A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?  | <input type="button" value="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? | <input type="button" value="No"/>  |
| A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?  | <input type="button" value="Yes"/> |
| A7. Is the district's financial system independent of the county office system?  | <input type="button" value="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)   | <input type="button" value="No"/>  |
| A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?  | <input type="button" value="Yes"/> |

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

Comments:  
(optional)

The district has a new Business Manager.

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**End of School District Budget Criteria and Standards Review**

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## **7 INFORMATION:**

**7.1** Hearing and Public Comment Regarding the District's Initial Proposal regarding the Limited Reopening of 2020-2021 Collective Bargaining Agreement Negotiations with the California School Employees Association and Associated Teachers of Tipton

## **TIPTON ELEMENTARY SCHOOL DISTRICT**

### **Sunshine Proposal for Limited Reopening Negotiations with**

#### **Associated Teachers of Tipton, 2020-2021**

Public school employers and their exclusive representatives are required to present proposals which relate to matters within the scope of representation at a school board meeting prior to commencing negotiations.

The Board of Trustees of the Tipton Elementary School District (“District”) values the collaborative spirit through which collective bargaining is accomplished between the District and the Associated Teachers of Tipton (“Association”). The District will approach the coming negotiations with the Association with an intent to negotiate mutually agreeable contract terms that address its employees’ interests and concerns when aligned with the four Board and Local Control and Accountability Plan (“LCAP”) goals:

- Goal 1: Improve Student Achievement in English Language Arts
- Goal 2: Improve Student Achievement in Math
- Goal 3: Increase Academic Achievement for all EL students
- Goal 4: Improve Pupil Attendance and Truancy Rates
- Goal 5: Improve Participation and Increase Learning Opportunities for Parents
- Goal 6: To Provide and Equip a Multipurpose Room to Assist with the Implementation of a Broad Range of Study, Increase Pupil Achievement, and Help Facilitate Parental Involvement.
- Goal 7: Maintain Class Sizes of 24:1 or Less Across Grades TK-8

The current collective bargaining agreement (“CBA”) is in effect from July 1, 2020, up to and including June 30, 2021. Although negotiations for the 2020-2021 school year resulted in an agreement between the parties on December 15, 2020, closing negotiations for the 2020-2021 school year, the District’s interest is to reopen negotiations for the 2020-2021 school year, with the limited purpose and focus of these negotiations on the following article:

#### **THE DISTRICT’S INITIAL PROPOSAL**

- Article 12: Salaries

The District is interested in negotiating a one-time payment for the 2020-2021 school year.

The District desires to engage in good faith, principled negotiations with the Association to reach consensus on all negotiable items.

**TIPTON ELEMENTARY SCHOOL DISTRICT**  
**Sunshine Proposal for Limited Reopening Negotiations with**  
**California School Employees Association, 2020-2021**

Public school employers and their exclusive representatives are required to present proposals which relate to matters within the scope of representation at a school board meeting prior to commencing negotiations.

The Board of Trustees of the Tipton Elementary School District (“District”) values the collaborative spirit through which collective bargaining is accomplished between the District and the California School Employees Association (“Association”). The District will approach the coming negotiations with the Association with an intent to negotiate mutually agreeable contract terms that address its employees’ interests and concerns when aligned with the four Board and Local Control and Accountability Plan (“LCAP”) goals:

- Goal 1: Improve Student Achievement in English Language Arts
- Goal 2: Improve Student Achievement in Math
- Goal 3: Increase Academic Achievement for all EL students
- Goal 4: Improve Pupil Attendance and Truancy Rates
- Goal 5: Improve Participation and Increase Learning Opportunities for Parents
- Goal 6: To Provide and Equip a Multipurpose Room to Assist with the Implementation of a Broad Range of Study, Increase Pupil Achievement, and Help Facilitate Parental Involvement.
- Goal 7: Maintain Class Sizes of 24:1 or Less Across Grades TK-8

The current collective bargaining agreement (“CBA”) is in effect from July 1, 2020, up to and including June 30, 2021. Although negotiations for the 2020-2021 school year resulted in an agreement between the parties on September 8, 2020, closing negotiations for the 2020-2021 school year, the District’s interest is to reopen negotiations for the 2020-2021 school year, with the limited purpose and focus of these negotiations on the following article:

**THE DISTRICT’S INITIAL PROPOSAL**

- Article 7: Wages

The District is interested in negotiating a one-time payment for the 2020-2021 school year.

The District desires to engage in good faith, principled negotiations with the Association to reach consensus on all negotiable items.

**8. CONSENT CALENDAR: Action items:**

**8.1** Minutes of the Regular Board Meeting - May 4, 2021

# TIPTON ELEMENTARY SCHOOL DISTRICT REGULAR BOARD MEETING MINUTES

Tuesday, May 4, 2021  
7:00 p.m. District Cafeteria

1. **CALL TO ORDER – FLAG SALUTE**

*Board Clerk, Iva Sousa called the meeting to order at 7:00 pm and led the flag salute. Board Members present: Shelley Heeger, Iva Sousa, John Cardoza and Fernando Cunha. Absent: Greg Rice. Guest: Cherie Solian, Sandra Cunha and Cassandra Cunha.*

2. **PUBLIC INPUT:**

2.1 Community Relations/Citizen Comments

2.2 Reports by Employee Units CTA/CSEA

2.3 Correspondence - Review of Second Period Interim Report, 2020-2021

*No comments*

3. **CONSENT CALENDAR: Action items:**

3.1 Minutes of the Regular Board Meeting – April 6, 2021

3.2 Agency Agreement with TCOE for Library Media Services for the 2021-2022 School Year

3.3 Agency Agreement with TCOE for Psychological Services for the 2021-2022 School Year

3.4 Agreement Between Tipton Elementary School District and Mangini Associates for Modernization at Tipton Elementary School

3.5 Library Surplus

*Motion to approve the consent calendar was made by Fernando Cunha and second by John Cardoza.*

*Vote Yea 4 / No 0 / Abstain 0 / Absent 1*

*Yea -Shelley Heeger, Iva Sousa, John Cardoza and Fernando Cunha*

*No – 0*

*Abstain –0*

*Absent – Greg Rice*

4. **ADMINISTRATIVE: Action items:**

4.1 Acknowledgement/Acceptance of the California School Employees Association's Initial Proposal to the District Regarding Classified Collective Bargaining Agreement Negotiations, for the 2021-2024 School Year

*Motion to approve Acknowledgement/Acceptance of the California School Employees Association's Initial Proposal to the District Regarding Classified Collective Bargaining Agreement Negotiations, for the 2021-2024 School Year was made by Fernando Cunha and second by John Cardoza.*

*Vote Yea 4 / No 0 / Abstain 0 / Absent 1*

*Yea -Shelley Heeger, Iva Sousa, John Cardoza and Fernando Cunha*

*No – 0*

*Abstain –0*



*Absent – Greg Rice*

**4.2 Adopt the District’s Initial Proposal to California School Employees Association Regarding Classified Collective Bargaining Agreement Negotiations, for the 2021-2024 School Year**

*Motion to approve and Adopt the District’s Initial Proposal to California School Employees Association Regarding Classified Collective Bargaining Agreement Negotiations, for the 2021-2024 School Year was made by Fernando Cunha and second by John Cardoza.*

*Vote Yea 4 / No 0 / Abstain 0 / Absent 1*

*Yea -Shelley Heeger, Iva Sousa, John Cardoza and Fernando Cunha*

*No – 0*

*Abstain –0*

*Absent – Greg Rice*

**4.3 2021 Expanded Learning Opportunities Grant Plan**

*Motion to approve the 2021 Expanded Learning Opportunities Grant Plan was made by Fernando Cunha and second by Shelley Heeger.*

*Vote Yea 4 / No 0 / Abstain 0 / Absent 1*

*Yea -Shelley Heeger, Iva Sousa, John Cardoza and Fernando Cunha*

*No – 0*

*Abstain –0*

*Absent – Greg Rice*

**4.4 CTA Public Disclosure for the 2021-2022 School Year**

*Motion to approve the CTA Public Disclosure for the 2021-2022 School Year was made by Fernando Cunha and second by Shelley Heeger.*

*Vote Yea 4 / No 0 / Abstain 0 / Absent 1*

*Yea -Shelley Heeger, Iva Sousa, John Cardoza and Fernando Cunha*

*No – 0*

*Abstain –0*

*Absent – Greg Rice*

**4.5 Discussion and approval of Tentative Agreement between Tipton Elementary School and Associated Teachers of Tipton**

*Motion to approve Tentative Agreement between Tipton Elementary School and Associated Teachers of Tipton was made by Fernando Cunha and second by John Cardoza.*

*Vote Yea 4 / No 0 / Abstain 0 / Absent 1*

*Yea -Shelley Heeger, Iva Sousa, John Cardoza and Fernando Cunha*

*No – 0*

*Abstain –0*

*Absent – Greg Rice*

**4.6 Approval of Certificated Salary Schedule**

*Motion to approve the Certificated Salary Schedule was made by Fernando Cunha and second by John Cardoza.*

*Vote Yea 4 / No 0 / Abstain 0 / Absent 1*

*Yea -Shelley Heeger, Iva Sousa, John Cardoza and Fernando Cunha*  
*No – 0*  
*Abstain –0*  
*Absent – Greg Rice*

**5. FINANCE: Action items:**

**5.1 Vendor Payments**

*Motion to approve Vendor Payments was made by Fernando Cunha and second by John Cardoza.*

*Vote Yea 4 / No 0 / Abstain 0 / Absent 1*

*Yea -Shelley Heeger, Iva Sousa, John Cardoza and Fernando Cunha*

*No – 0*

*Abstain –0*

*Absent – Greg Rice*

**5.2 Budget Revisions**

*Motion to approve Budget Revisions was made by John Cardoza and second by Fernando Cunha.*

*Vote Yea 4 / No 0 / Abstain 0 / Absent 1*

*Yea -Shelley Heeger, Iva Sousa, John Cardoza and Fernando Cunha*

*No – 0*

*Abstain –0*

*Absent – Greg Rice*

**6. INFORMATION: (Verbal Reports & Presentations)**

**6.1 MOT--FOOD SERVICE—PROJECTS**

*Mrs. Stacey Bettencourt updated the Board on the work being done in the school garden.*

**7. ANY OTHER BUSINESS:**

**7.1 Review Quarterly Board Policy – March 2021**

**8. ADJOURN TO CLOSED SESSION: 7:58 pm**

**9. RECONVENE TO OPEN SESSION 10:56 pm**

**10. REPORT OUT FROM CLOSED SESSION**

**8.1 Education Code 35146**

Student transfers, inter District etc.

*No action*

**8.2 Government Code Section 54957.6**

Conference with labor negotiators

Agency designated representatives: Superintendent

Employee Organization: California School Employees Association and its Chapter 765

*Discussion only*

**8.3** Government Code Section 54957.6  
Conference with labor negotiators  
Agency designated representatives: Superintendent  
Employee Organization: CTA

*Discussion only*

**8.4** Government Code Section 54957.6  
Conference with labor negotiators  
Agency designated representatives: Superintendent  
Employee Organization: Classified Management and Principal

*Discussion only*

**8.5** Government Code Section 54957  
Public Employee Discipline/Dismissal/Release/Complaint

*No action*

11. **ADJOURNMENT 10:46 pm**

**Minutes approved June 8, 2021**

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Greg Rice, President

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Iva Sousa, Clerk

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Stacey Bettencourt, Secretary

**8. CONSENT CALENDAR: Action items:**

**8.2** Agreement with TCOE for Mental Wellness Services for 2021- 2022

# Tulare County Office of Education

Tim A. Hire, County Superintendent of Schools

TCOE CONTRACT #:

220071

## AGENCY AGREEMENT

**THIS AGREEMENT** is entered into between the **TULARE COUNTY SUPERINTENDENT OF SCHOOLS** referred to as SUPERINTENDENT and **TIPTON SCHOOL DISTRICT**, referred to as DISTRICT.

### ACCORDINGLY, IT IS AGREED:

- TERM:** This Agreement shall become effective as of **August 1, 2021** and shall expire on **June 30, 2022**.
- SERVICES:** SUPERINTENDENT shall provide DISTRICT with 1 day of Mental Wellness Services per week for **37** weeks during the 2021-2022 school year. See attached Exhibit A for Scope of Services.
- COST OF SERVICES:** The estimated costs of these services will be approximately **\$15,000.00**. These costs include salary, benefits, mileage, supplies, support and indirect. DISTRICT shall pay SUPERINTENDENT the actual cost of such services to the extent they are allowable which will be calculated at the end of the school year, not to exceed \$15,000.00.
- METHOD OF PAYMENT:** SUPERINTENDENT shall transfer this sum from the funds of the DISTRICT to the County School Service Fund no sooner than January 1, 2022.
- INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.
- TERMINATION:** Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

**THE PARTIES**, having read and considered the above provisions, indicate their agreement by their authorized signatures below.

#### DISTRICT

Stacey Bettencourt  
Superintendent  
Tipton School District  
370 North Evans/PO Box 787  
Tipton, CA 93272

#### SUPERINTENDENT

Tim A. Hire  
Superintendent of Schools  
Tulare County Office of Education  
P.O. Box 5091  
Visalia CA 93278-5091

By:



By:



Date:

5/4/2021

Date:

4/28/21

#### TCOE Program Information

Contact Person and Phone No: Jennifer Newell, Psy.D., Director, Behavioral Health Services (559) 730-2969 ext. 6938  
Budget Number: 010-90373-0-500100-000000-86890-000-00-0000

Please return an original copy to: Tulare County Office of Education  
Internal Business Secretary  
P.O. Box 5091  
Visalia, Ca 93278-5091



**Exhibit A**  
**MENTAL WELLNESS SERVICES**  
**SCOPE OF SERVICES**

**1. RESPONSIBILITIES OF CONTRACTOR:**

- Site Administration is committed to the integration of Mental Wellness Services for academic year 2021-2022 at Tipton Elementary School.
- Mental Health Professional will have district internet/server access
- Mental Health Professional will participate in School District Professional Learning Communities
- District school psychologist, administrators, school counselors will collaborate with Mental Health Professional
- Initial administrators meeting (e.g., DOSE, Principal, Clinical Supervisor, Mental Health Professional)
- Provide pertinent data for identified students (e.g. attendance, suspensions, academics)

**2. RESPONSIBILITIES OF SUPERINTENDENT PROVIDED BY COUNTY OFFICE OF EDUCATION:**

- On-site school and district trainings regarding student mental wellness (i.e. mental health, suicide prevention, etc.)
- Quarterly reports regarding the delivery of services and trainings available upon request
- Annual data report on progress and annual outcomes of the service will be provided, which can be delivered to the school board and site administrators
- Licensed Mental Health Professional will oversee clinical practices of Mental Health Professional
- Administrative and clinical support
- Data collection and analysis

**3. TCOE BHS CONTRACTED MENTAL HEALTH PROFESSIONAL SERVICES INCLUDE:**

- Staff and Parent Trainings
- Brief Mental Health Support
- Interim Mental Health Support (pending referral to outside provider)
- Crisis Support
- SARB Support
- Admin/School Staff/Classroom Consultation and Support
- Family Outreach & Support
- Community Linkage
- Student Groups (e.g., Social Skills, Anger Management, Friendship/Anti-bullying, Social Emotional Learning, Girls Circle, Mindfulness)

*\*Mental Wellness Services is not intended to replace local children's mental health providers*

**8. CONSENT CALENDAR: Action items:**

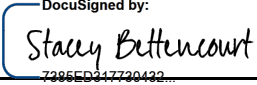
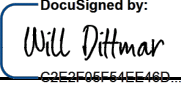
**8.3 Save the Children Partner Agreement**

**SUB-AGREEMENT**  
**BY**  
**Save the Children Federation, Inc.**  
**TO**  
**Tipton Elementary School District**  
**370 N. Evans Road**  
**Tipton, California 93272**

<b>1. Project Name:</b> Tipton Elementary	<b>2. Sub-award Number:</b> 999003313
<b>3. Sub-award Effective Date:</b> 7/01/2020	<b>4. Sub-award Expiration Date:</b> 6/30/2021
<b>5. Sub-recipient Contact Name and Information:</b> Mrs. Stacey Bettencourt Superintendent sbettencourt@tipton.k12.ca.us 559-752-4213	<b>6. Save the Children Contact Name and Information:</b> SaRonn Mitchell, Specialist, Early Steps to School Success Programs smitchell@savechildren.org
<b>7. Donor Comments:</b>	
<b>8. Total Obligated Amount:</b> \$73,167	<b>9. Total Estimated Amount</b> \$73,167

*Save the Children Federation Inc. and Tipton Elementary School District hereby agree that the electronic signatures, as defined in the Electronic Signatures in Global and National Commerce Act of 2000 ("ESIGN") used in execution of this Agreement are legally binding and, as such, equivalent to traditional handwritten signatures under ESIGN and other applicable laws. Both Save the Children and Tipton Elementary School District further agree that the electronic signatures used in execution of this Agreement shall constitute an original for all purposes. Tipton Elementary School District agrees that it is solely responsible for maintaining security and confidentiality of its electronic signatures, and that it shall be solely responsible for all actions initiated under its electronic signatures.*

**IN WITNESS WHEREOF**, Save the Children Federation, Inc. and Sub-recipient have each caused this agreement to be executed on their behalf:

<b>10. Sub-recipient Authorized Representative:</b>  BY:  <small>7385ED247720432...</small> Mrs. Stacey Bettencourt TITLE: Superintendent  DATE: <u>6/1/2021</u>	<b>11. Save the Children Federation, Inc. Authorized Representative:</b>  BY:  <small>63E2F06F64EE46D...</small> Will Dittmar TITLE: State Director  DATE: <u>6/1/2021</u>
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  - i. Zero tolerance Fraud Policy
  - j. Social Media Policy
  - k. Intellectual Property
  - l. Order of Precedence
  - m. Prior Approvals
  - n. Insurance
  - o. Conflict of Interest
  - p. Procurement
  - q. Representation and Warranties
  - r. Indemnification
10. Title, Use, and Disposition of Property
11. Remedies for Non-Compliance
12. Specific Conditions
13. Termination
  - a. Termination by SCUS
  - b. Mutual Termination
  - c. Terms of Termination
  - d. Force Majeure
  - e. Duties Upon Termination

14. Assignment
15. Severability
16. Non-Waiver

## **I Definitions and Scope of the Agreement**

(a) In addition to any term which is defined in a Section of the Agreement, the following terms shall have the definitions provided below:

“**Budget**” means the budget for the Project/Program(s) in Appendix 2 as varied or amended in accordance with Section 6;

“**Current Obligated Funding Amount**” means, at any time, the amount of the Sub-agreement funds which SCUS has paid and committed to pay the Sub-recipient at such time. This amount is stated in Section 8 of the Cover Sheet;

“**Days**” means calendar days

“**Donor**” means the entity specified as donor in Section 7 of the Cover Sheet (as applicably noted);

“**Donor Applicable Cost Principles**” means any cost principles dictated by the prime donor that must be flowed down to Sub-recipients;

“**Implementation End Date**” means the date specified as the Implementation End Date in Section 4 of the Cover Sheet;

“**Project/Program(s)**” means the project or program specified in Section 1 of the Cover Sheet and Appendix 1;

“**Sub-award**” means the sub-award to be made by SCUS to the Sub-recipient on the terms set out in the Agreement;

“**Sub-award Effective Date**” means the date specified as the start date in Section 3 of the Cover Sheet;

“**Sub-award Expiration Date**” means the Implementation End Date or such later date on which all the rights and obligations of the Parties under the Agreement have been performed (other than under Section 6). See section 4 of the Cover Sheet;

“**Total Estimated Amount**” means the total estimated amount of funds available for the work to be performed under this Agreement as specified in Section 9 of the Cover Sheet.

“**Total Obligated Amount**” means the total amount of the Sub-award specified in Section 8 of the Cover Sheet, including the total amount of any Current Obligated Funding Amount, if applicable;

“**Year**” means the period of 12 months beginning on the Agreement Start Date or any anniversary of the Agreement Start Date except that the final Year of the Agreement shall end on the Implementation End Date.

### **(b) Purpose**

The purpose of this Agreement is for Save the Children Federation, Inc. (hereinafter referred to as “SCUS”) to set out the rights and responsibilities of SCUS to **Tipton Elementary School District**, (hereinafter referred to as Sub-recipient), in relation to the Agreement and implementation of the Project/Program(s) at **Tipton Elementary**. It is agreed that the funding set forth in this agreement will be used exclusively for achievement of the Project/Program objectives.

### **(c) Total Sub-award Amount**

SCUS shall make the Total Sub-award Amount in US Dollars available to the Sub-recipient at the times and upon the terms set out in this Agreement and subject to SCUS receiving the necessary funding.

### **(d) Current Obligated Funding Amount**

If SCUS agrees to make a Current Obligated Funding Amount available to the Sub-recipient, SCUS shall make such payment to the Sub-recipient in upon the terms set out in this Agreement.

### **(e) Gifts-in-kind**

SCUS is actively pursuing gift-in-kind contributions which may replace Current Obligated Funding Amounts included in the Project budget. Should SCUS secure such contributions, they will be passed through to the partnering organization and the dollar amounts of said contributions will be

removed from the Current Obligated Funding Amount of the Project. SCUS will send a formal budget revision at that time.

## 2 Appendices

The following Appendices which are indicated in the boxes provided below shall form part of this Agreement:

### Appendix 1 - Project / Program(s) plan and program documents

	I.a. School Age Program Quality Standards
	I.b. Afterschool Program Component
	I.c. In-School Literacy Program Component
	I.d. Foster Grandparent Program Expectations
	I.e. SummerBoost Camp Program Component
	I.f. KinderBoost Program Component
<input checked="" type="checkbox"/>	I.g. Early Steps to School Success Program Component
	I.h. Sponsorship Program Expectations
	I.i. Sponsorship Basic Education Program Expectations
<input checked="" type="checkbox"/>	I.j. Data Use Agreement and Consent to Release Confidential Student Education Records
<input checked="" type="checkbox"/>	I.k. Technology System Requirements
<input checked="" type="checkbox"/>	I.l. Partner plan
	I.m Donor Conditions

### Appendix 2 - Project / Program(s) Budget

Appendix 3 – Save the Children Child Safeguarding Policy (as updated and revised from time to time)

Appendix 4 – Save the Children Code of Conduct and Business Ethics

Appendix 5 – Save the Children Zero-Tolerance Fraud Policy (as updated and revised from time to time)

Appendix 6 – Save the Children Social Media Policy (as updated and revised from time to time)

Appendix 7 – Save the Children Vendor Questionnaire Form

## 3 Responsibilities of the Parties

### (a) Roles and Responsibilities of SCUS

SCUS will:

- (i) Be legally and solely responsible to the Donor for the Project / Program(s) and be the sole Party in direct communication with the Donor;
- (ii) Transfer funds in accordance with Section 4;
- (iii) Provide guidance and technical assistance for the Sub-recipient to implement the Project/ Program(s) as described in the Project / Program Plan (Appendix 1);
- (iv) Engage in other monitoring activities necessary to effectively oversee this sub-award which may include on-site visits to observe Project/Program activities, financial monitoring, periodic implementation meetings and other measures necessary to monitor activities under this sub-award. Sub-recipient programs will be periodically monitored through SCUS site visits to selected sites with a minimum of one week prior notification when possible. SCUS reserves the right to conduct

unannounced site visits if it is deemed necessary to ensure Project/Program operations and effectiveness.

**(b) Roles and Responsibilities of the Sub-recipient**

The Sub-recipient will:

- (i) Be responsible for achieving the objectives of the Project / Program(s) as described in Appendix I, including planning, implementation, reporting and monitoring Project / Program(s) activities;
- (ii) Be responsible for the financial management and administration of the Project / Program(s), which shall be undertaken in observance with all applicable federal and state laws including 2CFR200 where applicable to relevant Sub-recipient organization type and in accordance with good management practice;
- (iii) Report in writing to SCUS within 7 days of becoming aware of any of the following:
  - 01. Changes to the overall goal, objectives, or results set out in the Project / Program(s) Plan in Appendix I;
  - 02. Implementation delays of more than 30 days;
  - 03. Changes to the amount of the total Budget for the Project / Program(s);
  - 04. Budget variance of more than percentage/amount listed in section 4(a)(ii);
  - 05. Any other issues that would or could have a significant adverse impact on delivery of the Project / Program(s) or the reputation of SCUS.
- (iv) Notify SCUS in the event of direct communication from the Donor and seek prior approval from SCUS for any resulting communication with the Donor;
- (v) If and when required by SCUS, clearly state in all external communications, including printed material referring to the Project / Program(s), that it is funded by SCUS and/or the Donor. Additionally, any notices or communications by the Sub-recipient to the public, and in particular to the mass media or any public forum whatsoever (including press, radio, television, cinema, internet, etc.) relating to this Sub-Agreement shall be subject to prior authorization in writing by SCUS. If SCUS authorizes the Sub-recipient to supply the public with information, the Sub-recipient shall ensure that such information is provided accurately. The Sub-recipient shall not use the names or logos of SCUS without the advance written consent of SCUS. The Sub-recipient shall not refer to its relationship with SCUS or to the Sub-Agreement without SCUS's prior written approval.
- (vi) Facilitate any visits from SCUS or the Donor in connection with this Sub-Agreement when required.
- (vii) Be responsible for following all Policies included in the Appendices

**(c) Roles and Responsibilities of the Parties**

During the implementation of the Project / Program(s) each of the Parties will avoid statements or actions which may, directly or indirectly, jeopardise the good name and reputation of the other Party.

**4 Budget, Funds Transfers, and Financial Management**

**(a) Budget and Funding**

- (i) The Sub-recipient shall ensure that the Total Sub-award Amount including any Current Obligated Funding Amount will be used in accordance with the approved Project / Program(s) Budget (Appendix 2).
- (ii) Please note that SCUS allows 10% line item flexibility within the total Current Obligated Funding Amount. This flexibility is allowed provided that any spending deviations from budget are only for the furtherance of implementation of program plans and not to supplement or supplant the existing or unforeseen costs of any of Sub-recipient's non-SCUS programs.
- (iii) SCUS hereby obligates funds to the Sub-recipient up to the **Total Obligated Amount**. SCUS is not required to reimburse the Sub-recipient for any costs in excess of the Total Obligated Amount. SCUS expects to obligate additional increments up to the Total Estimated Cost, subject in all cases to the availability of funds.
- (iv) Upon acceptance of this Sub-award, SCUS shall make periodic payments to the Sub-recipient as detailed in the sections below. All payments to the Sub-recipient will be made by direct deposit or

check in the name of the Sub-recipient as follows: **Tipton Elementary School District**.  
 Payments will generally be issued within thirty (30) days of receipt of an acceptable financial report.

01.  Sub-recipient will receive reimbursement payments as follows:  
 Sub-recipient will receive a reimbursement of expenses following the receipt of approved quarterly in-system financial reports.

Sub-recipient receiving quarterly reimbursements should submit quarterly in-system financial reports according to the reporting schedule outlined in Section 8(b) of this Agreement.

02. Sub-recipient will receive advance payments as follows:  
 Advance payments: At the request of the Sub-recipient and if the Sub-recipient meets SCUS requirements for advance payments, SCUS will provide advance payments to ensure the Sub-recipient has sufficient cash on hand to effectively begin programming. SCUS will make no more than two advance payments to the Sub-recipient up to the limit of the amounts and criteria below. These advances will normally be made on a bi-annual basis. Advances are to total no more than the Sub-recipient's bi-annual cash requirements and will consider the balance of unspent funds from previous advances as evidenced by the Sub-recipient's quarterly in-system financial reports. An acceptable balance of funds for the Sub-recipient will be a reasonable amount or no more than 20% of total program funds received to date. This will allow smooth program operations while the quarterly in-system finance report and subsequent advance request is reconciled and reviewed. Total advances will not exceed 80% of the total sub-award amount.

Payment Installment	Payment Amount	Requirements
1 <sup>st</sup> Advance	_____% of Total Obligated Amount	<ul style="list-style-type: none"> <li>• Signed agreement</li> <li>• Certificate of liability insurance</li> </ul>
2 <sup>nd</sup> Advance (if requested)	_____% of Total Obligated Amount	<ul style="list-style-type: none"> <li>• 80% of cumulative funds received spent</li> <li>• 1<sup>st</sup> and 2<sup>nd</sup> quarter financial report</li> </ul>
Final Payment	Reimbursement up to 100% of Total Obligated Amount	<ul style="list-style-type: none"> <li>• Project/program completed</li> <li>• All reports/data submitted</li> <li>• 3<sup>rd</sup> and 4<sup>th</sup> quarter financial report</li> <li>• Reimbursement of balance of obligated amount due based on actual, approved, allowable financial reported expenditures within the sub-award term.</li> </ul>

If Sub-recipient does not meet requirements for payments to be issued beyond the first advance, Sub-recipient may submit interim financial reports reflecting 80% of cumulative funds received have been spent in order for SCUS to release the next advance installment.

Initial:   
 Cassandra Cunha

(v) Other Terms of Payment:

01. Accounting for payments: Advances shall be deposited by the Sub-recipient and maintained in a separate bank account unless the Sub-recipient utilizes a segregated fund accounting system that tracks funds by sub-award and is acceptable to SCUS. If the Sub-recipient does not have segregated fund accounting and a separate bank account is specifically excluded by legislative authority, then funding will be provided on a cost reimbursement basis.

02. Unspent Balance: Any unspent balance of funds at the completion date of the agreement must be refunded back to SCUS and submitted along with the final in-system financial report.

(vi) The Sub-recipient shall ensure that any amendments to the Budget are in accordance with Section 6 of this Agreement.

**(b) Under-spending and Implementation Delays**

(i) At the midpoint of the Project, SCUS will work with Sub-recipient to assess spending and determine any budget changes that may be needed in order to ensure no more or less than adequate funding is obligated to support the Project. Any significant underspending that cannot be utilized for the remaining Project deliverables may be reduced from the obligated budget through an amendment agreed between SCUS and the Sub-recipient.

(ii) If there are implementation delays of more than 90 days to the Project Plan, SCUS reserves the right to delay the transfer of funds by the delay period, unless otherwise agreed between SCUS and the Sub-recipient.

**(c) Return of unused funds**

(i) Except with prior agreement of SCUS, funds transferred to the Sub-recipient that have not been spent at the Implementation End Date are to be repaid in US Dollars and submitted to SCUS along with the final financial report.

(ii) Should the Sub-recipient cease operations, the Sub-recipient shall ensure that before such operations cease, arrangements are in place for all unspent sub-award funds originating from SCUS to be repaid to SCUS and that such payment shall take place within 30 days of SCUS providing bank details for that purpose.

**(d) Financial Management**

The Sub-recipient is responsible for all matters relating to the budgeting and utilization of the sub-award funds disbursed by SCUS for the Project(s) and the Sub-recipient will ensure that:

- (i) a qualified person is handling the day-to-day management of funds and book-keeping;
- (ii) all bank and other financial transactions related to this Sub-award are tracked and reported in a transparent manner including to enable all expenditure of Sub-award funds to be isolated, identified and accounted for;
- (iii) accurate records of account of the Sub-award funds are kept in accordance with Sub-recipient accounting policies;
- (iv) any interest earned on Sub-award funds are required to be returned to SCUS and;
- (v) expenses are specified in the Sub-recipient's account books in at least the same level of detail as such expenses appear in the Budget so that the accounts are reported and verified against the Budget.

**5 Cost Share**

This Sub-award is subject to the following cost sharing requirement:

**CHECK AS APPROPRIATE**

The budget for this Sub-award **INCLUDES** Cost Sharing. As per budget attached, Sub-recipient agrees to contribute **\$10000** to the Project/Program. It is expected that Sub-recipient make every effort to meet this cost share amount during Project/Program implementation. SCUS recommends that Sub-recipient track and document this contribution for their internal purposes, however is not required to report this to SCUS.

The budget for this sub-award **DOES NOT INCLUDE** Cost Sharing.

IMPORTANT NOTE: SCUS must be notified of any changes to Sub-recipient cost share commitment.

## **6 Amendments**

If the proposed amendment extends the duration of the Project/Program(s) or increases the total amount of the Budget, the Sub-recipient will submit, no later than 90 days before the Implementation End Date, a written request to SCUS including the reasons for the extension or increase, together with a revised Project/Program(s) Plan (Appendix 1) and Budget (Appendix 2). Such amendment will be considered approved by both Parties upon SCUS issuing its approval in writing. If an amendment is initiated by SCUS, the amendment will be considered approved when executed by both parties.

The parties acknowledge that the Budget may be revised from time to time by the Parties in the ordinary course of implementation of the Project(s)/Program(s). Changes to the Budget require the prior written approval of SCUS.

Budget amendments are typically recommended although not limited to when the following conditions apply:

01. total sub-award budget is projected to be overspent;
02. projected underspend of the total budget that is greater than 5% underspent;
03. line item changes that are greater than 10% of the total budget.

In the event that there is a modification to the total amount of this sub-award, a revised budget must be submitted for SCUS approval.

## **7 Audit and Record Retention**

### **(a) Audit**

This sub-award requires the submission of a copy of Sub-recipient's audit that encompasses SCUS funds at the end of the sub-award. If the Sub-recipient does not have a regular annual audit, then the sub-award is subject to a Project/Program-specific, external audit at the end of the Project/Program. The audit must be conducted by an external audit firm approved by SCUS. If the Sub-recipient must have a Project/Program-specific audit to meet this requirement, audit fees are allowable costs under the SCUS sub-award. The Sub-recipient may request additional funds to cover audit fees which will likely result in a budget revision and sub-award modification. In addition to reviewing the submitted audit, SCUS finance staff will complete in-person or remote financial monitoring to review documentation supporting reported expenditures.

### **(b) Financial Records**

The Sub-recipient hereby agrees to record, classify and report all Sub-award financed costs in separate and segregated sub-award-specific financial accounts. The ledger and journal system must meet generally accepted accounting standards and comply with 2 CFR 230 – Cost Principals for Non-Profit Organizations (OMB Circular A-122). The Sub-recipient shall maintain complete records of all costs charged to the sub-award for a period of seven years after the expiration of the award and make such records available to SCUS or its representatives for review at any time. The Sub-recipient shall document that responsible steps were taken to ensure that all purchases charged to the Sub-award are at reasonable prices and from reasonable sources.

### **(c) Inspection**

SCUS or any of their authorized representatives must have the right of access to any documents, papers, or other records of the Sub-recipient which are pertinent to the award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access



to the Sub-recipient's personnel for the purpose of interview and discussion related to such documents.

## **8 Reporting and Action Plan**

### **(a) Project Progress reporting**

- (i) Project Reporting is the sole responsibility of the Sub-recipient. SCUS maintains an internet based Monitoring and Evaluation system to capture program data for Literacy, Healthy Choices, and Early Steps to School Success. This data must be updated by the Sub-recipient at least weekly when the Project/Program is active.
- (ii) In addition to updating the Monitoring and Evaluation system, all sites implementing Literacy programming must submit Accelerated Reader Diagnostics to SCUS on the first working day of each month.
- (iii) Should Project/Program progress reports be missing from the Monitoring and Evaluation system, SCUS reserves the right to delay advance or reimbursement payments.

### **(b) Financial reporting**

Quarterly in-system financial reports should be uploaded to the Partner Reporting Portal according to the following periods and due dates:

Quarter 1 – July 1, 2021 to September 30, 2021 – report due **October 15, 2021**

Quarter 2 – October 1, 2021 to December 31, 2021 – report due **January 11, 2022**

Quarter 3 – January 1, 2022 to March 31, 2022 – report due **April 15, 2022**

Quarter 4: Final Report – April 1, 2022 to June 30, 2022 – report due **July 16, 2022**

**Initial:**   
Cassandra Cunha

The quarterly in-system financial reports will be checked and approved by SCUS program and finance staff before any subsequent payments are issued. This may require a review of the documentation supporting expenditures reflected on the Sub-recipient's quarterly in-system financial report.

- (i) If adjustments to the Sub-recipient's accounting of this sub-award occur after the end of the period of sub-award or beyond June 30, 2022 thus reducing the final in-system financial report of expenditures, then SCUS requests that the Sub-recipient provide a revised final in-system financial report by no later than 30 days of the close of the month in which the adjustment occurred along with payment to SCUS for the balance of any unspent sub-award funds.
- (ii) SCUS's guidelines on the format of financial reports are as follows:
  - 01. Financial reports should be provided from the financial software of the Sub-recipient ("in system reports"). If the Sub-recipient has multiple agreements with SCUS, a separate report is needed for each Sub-agreement where each report covers only up to one site of Program/Project implementation for the Sub-recipient.
  - 02. Expenditures should be reported to SCUS using the Sub-recipient's accounting method on a consistent basis. Any necessary accounting adjustments must be made in the current reporting period only. Once a period is reported upon to SCUS and closed, no adjustments may be made to prior reporting periods.
  - 03. The format of the financial report are recommended to include the following items:

- a. Budget column with program costs, line item account codes, and subtotals of program expenses (for example a sub total for In-school and a sub total for Afterschool). The financial report budget should reflect the same line items and amounts as indicated in the attached budget. The in-system report should clearly identify the line item categories within program costs that are reflected in the budget.
- b. Actual period expenditures column that corresponds to the applicable program costs, account codes and subtotals as per line item listed in the attached budget.
- c. Cumulative (YTD) expenditures column that corresponds to the applicable program costs, account codes and subtotals as per line items included in the attached budget.
- d. Balance remaining by program cost, account code and subtotal as per line items listed in the attached budget.
- e. Reconciliation of program funds summary: Project funds received Less: Actual cumulative expenditures Equals: Project funds remaining

04. Signed and dated: All financial reports must be signed and dated by either the preparer or approver managing the reporting for this sub-award.

05. Reports are to be submitted via SCUS online partner reporting system. SCUS Finance Contact is as follows:

**Melanie Albers**  
**Portfolio Manager**  
**malbers@savechildren.org**

**(c) Other reporting**

Interim financial and/or program progress reports may be requested by SCUS to meet the reporting requirements of funding source(s) supporting this Sub-award. SCUS will make every effort to provide sufficient notice to the Sub-recipient in the event that interim reporting is required.

**9 General Procedures**

**(a) Timesheets**

All salaries charged to this award are made against timesheets showing the actual time spent working on Project/Program activities. Acceptable timekeeping practices should at minimum identify time worked on SCUS funded activities separate from other sources, time spent on specific program components in alignment with the approved budget and be approved by Sub-recipient employee's supervisor. Personnel costs reflected in financial reports that are found to be unsupported by supervisor approved timesheets by the Sub-recipient could result in disallowed costs by SCUS.

**(b) Student Data**

SCUS and the Sub-recipient intend that SCUS will review Student Data (as defined in this section) to evaluate the needs of Sub-recipient's students, and to determine which of those students will benefit from their participation in the Project/Program, with the objective of improving educational outcomes of the Sub-recipient's students. But for SCUS's services as described in this Agreement, Sub-recipient would be required to utilize its own personnel for the services being provided by SCUS, such that SCUS shall be deemed a "school official" within the meaning of 34 C.F.R. § 99.31(1)(a)(i)(B). Thus, the Sub-recipient must provide access to Student Data for all students in the Sub-recipient's schools covered by this Agreement, including program enrollment information such as student name, student date of birth, address, home and emergency contact numbers, parent name(s), parent date(s) of birth, additional specific demographic information (such as race, gender, ethnicity, benefits information, etc. depending on the program(s) being implemented) as well as program participation details such as program attendance and activity data ("Student Data"). Notwithstanding SCUS's status as a 'school official', the Sub-recipient is required to acquire

lawfully valid permissions regarding confidentiality of student data from student parents or legal guardians as necessary, which it will make available to SCUS upon request. First year sites implementing SCUS Literacy programs utilizing Renaissance Learning's ("RL") Renaissance Place ("RP") Accelerated Reader and STAR Reading assessments for monitoring and evaluation that are also the first in their School District to work with SCUS, must have their District Superintendent (or their authorized representative) sign attachment I(g) "Data Use Agreement and Consent to Release Confidential Student Education Records" ("RL Data Use Agreement"). The RL Data Use Agreement authorizes Renaissance Learning to transmit the RP student assessment records to SCUS for partner sites implementing SCUS Literacy programs. The terms of this Agreement are subject to and supplemented by the terms and conditions of the applicable RL Data Use Agreement signed by the Sub-recipient's District Superintendent. SCUS will only use or share Student Data that identifies a person, either directly or indirectly ("Identifiable Student Data") in order to fulfill its obligations and responsibilities under this Agreement or to evaluate the effectiveness of its programs, and will not otherwise share, distribute, or disseminate Identifiable Student Data to any third party, except as it deems necessary to comply with any applicable law, regulation, or government request required by law. If SCUS becomes legally compelled to disclose Identifiable Student Data, SCUS will provide the relevant school with notice, if legally permissible, and will use its best efforts to assist the school and parents to obtain a protective order or other appropriate remedy. SCUS may use de-identified Student Data to improve its services and further its mission to help children. Notwithstanding the foregoing, SCUS may share Student Data with federal or state educational authorities to the extent authorized under applicable law or regulations, provided SCUS will notify the Sub-recipient of any request for sharing of data relating to their students.

**(c) Limitation of Liability**

(i) The liability of SCUS is limited as it pertains to the following:

- (a) Any third party claims, losses and expenses that may arise from Sub-recipient's negligence, recklessness or intentional act or omission that is related to or in connection with this Sub-Agreement;
- (b) Compensation for the death, disability, or other hazards which may be suffered by the employees, vendors, agents or other representatives of arising from performance in connection with this Sub-Agreement; and/or
- (c) Any expenditure incurred by Sub-recipient in excess of its contribution as specified in this Sub-Agreement.

(ii) SCUS has no obligation to provide other or additional support to the Sub-recipient for implementation of the current program or for any other purposes. This provision shall survive the termination of this Agreement.

**(d) Applicable Laws and Jurisdiction**

This Agreement shall be governed by and construed in accordance with the laws of the State of Connecticut. Except as provided in this Paragraph, the parties shall settle any controversy or claim arising out of or relating to this Agreement, or the breach thereof, by binding arbitration in Connecticut. Either party to this Agreement may initiate arbitration by serving notice on the other parties of an intent to arbitrate. The notice shall specify with particularity the claims or issues that are to be arbitrated. Within ten (10) days of sending the notice to all parties, the party initiating the process shall obtain a list of available arbitrators from the local office of the American Arbitration Associations ("AAA") and shall provide the list to the other parties. The parties shall select a mutually acceptable arbitrator within ten (10) days of receiving the list, and in the event the parties are unable to agree on an arbitrator within ten (10) days, any party may petition the Presiding Judge of the Superior Court to select a single arbitrator from the AAA list. The parties shall have the discovery rights available under Connecticut's civil procedural rules, except that all discovery must be concluded within 60 days of the selection of an arbitrator and the arbitration hearing must be concluded within 30 days of the close of discovery. The hearing will be conducted in accordance

with Connecticut rules of evidence. The arbitrator's final decision shall be rendered within thirty (30) days of the final hearing day. Judgment upon the arbitrator's final award may be entered in any court having jurisdiction thereof. The parties shall bear in equal shares the arbitrator's fees and costs. The prevailing party in the arbitration shall be awarded its reasonable attorney's fees and all costs, other than the arbitrator's fees and costs. The foregoing notwithstanding, any dispute arising from or in connection with the use of trademarks and/or other intellectual property may be brought before a Connecticut court of competent jurisdiction, and the party seeking such action shall be entitled to seek injunctive or other equitable relief. For the purposes of seeking equitable relief hereunder, the parties agree that the trademarks and other intellectual property have significant intrinsic and monetary value and injury by infringement or improper use would be irreparable, without the need to show inadequate monetary or other remedy at law.

(i) In performing its obligations and exercising its rights under the Sub-agreement, Sub-recipient shall fully comply with all applicable law (including without limitation all statutes, decrees, ordinances, administrative orders, rules, regulations, and other mandatory directives, policies, and instructions with binding legal effect), in the United States.

(ii) Compliance costs are eligible for reimbursement under the Sub-agreement if they are (1) included in the Budget, and (2) comply with the Donor Applicable Cost Principles or requirements as well as any other pertinent Sub-agreement provision(s). However, the Sub-recipient is solely responsible, without reimbursement under the Sub-agreement, for all costs, risks, damages, and other liability incurred by it as a result of its failure to comply with the applicable law.

**(e) No Joint Venture; Independent Contractor; Sub-recipient Personnel**

(i) Nothing in this Agreement shall be deemed to create a joint venture, agency or partnership between the Parties and the employees of one shall not be deemed to be employees of the other.

(ii) The Parties are independent contractors with respect to each other and neither Party shall have the power to obligate or bind the other, except as specifically provided in this Agreement.

(iii) Sub-recipient personnel shall at all times be under the Sub-recipient's sole supervision, direction and control, and shall not be deemed as SCUS personnel for any purpose. Any job descriptions, employment contracts, letters or job offers should identify positions as that of the Sub-recipient and not SCUS. The Sub-recipient is solely responsible for payment of all wages, salaries, and other amounts due or to become due to such personnel in connection with the Sub-agreement and for all reports and obligations to social security, income tax withholding, unemployment compensation, worker's compensation, and the like. The Sub-recipient shall indemnify and hold SCUS harmless against any claim or liability (including, without limitation, fines, penalties and reasonable attorney's and expert consultant fees and costs) resulting from the Sub-recipient's failure to comply with the provisions of this Article.

**(f) Confidentiality**

"Confidential Information" means written, graphic or pictorial non-public information (in any medium) and designated by the disclosing Party as being confidential or any other information, whether written, oral or observed, which under the given circumstances would reasonably be understood by the receiving Party to be confidential. Both Parties acknowledge that any information obtained in performing this Agreement regarding the operation of a Party or its products, services, policies, systems, programs, procedures, donor relations, beneficiary information or any other aspect of its business, is Confidential Information. Both Parties will hold such Confidential Information secret and will not

(i) Use such Confidential Information for any purpose other than performance of this Agreement or

(ii) Disclose such Confidential Information, directly or indirectly, to any other person, without in each instance the prior written consent of the other Party.

**(g) Prohibition Against Terrorist Financing**

The Sub-recipient is reminded that U.S. Executive Orders and U.S. law prohibits transactions with and the provision of resources and support to individuals and organizations associated with terrorism. It is the legal responsibility of the Sub-recipient to ensure compliance with these Executive Orders and laws.

The Sub-recipient, the best of its current knowledge, did not provide, within the previous ten years, and will take all reasonable steps to ensure that it does not and will not knowingly provide, material support or resources to any individual or entity that commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts. The Sub-recipient must notify SCUS immediately, in the event that it becomes aware that a Partner individual or entity is in violation of this condition.

The following steps may enable the Sub-recipient to comply with its obligations:

(i) Before providing any material support or resources to an individual or entity, the Sub-recipient will verify that the individual or entity does not (i) appear on the master list of Specially Designated Nationals and Blocked Persons, which list is maintained by the U.S. Treasury's Office of Foreign Assets Control (OFAC) and is available online at OFAC's website : [https://www.treasury.gov/resource-center/sanctions/SDN-List/Pages/fuzzy\\_logic.aspx](https://www.treasury.gov/resource-center/sanctions/SDN-List/Pages/fuzzy_logic.aspx), or (ii) is not included in any supplementary information concerning prohibited individuals or entities that may be provided to the Sub-recipient.

(ii) Before providing any material support or resources to an individual or entity, the Sub-recipient also will verify that the individual or entity has not been designated by the United Nations Security (UNSC) sanctions committee established under UNSC Resolution 1267 (1999) (the "1267 Committee") [individuals and entities linked to the Taliban, Usama bin Laden, or the Al Qaida Organization]. To determine whether there has been a published designation of an individual or entity by the 1267 Committee, the Recipient should refer to the consolidated list available online at the Committee's website: [https://www.un.org/sc/suborg/en/sanctions/1267/aq\\_sanctions\\_list](https://www.un.org/sc/suborg/en/sanctions/1267/aq_sanctions_list).

(iii) Before providing any material support or resources to an individual or entity, the Sub-recipient will consider all information about that individual or entity of which it is aware and all public information that is reasonably available to it or of which it should be aware.

(iv) The Sub-recipient also will implement reasonable monitoring and oversight procedures to safeguard against assistance being diverted to support terrorist activity.

(v) The Sub-recipient may be asked on a semi-annual basis to update the compliance information originally provided during the pre-award phase of the partnership. Information needed for the compliance check is subject to change and SCUS will notify all Sub-recipients as early as possible regarding any such changes.

**(h) Adherence with SCUS Policies**

**(i) Child Safeguarding Policy**

The Sub-recipient has received, read and agrees to comply with SCUS's Child Safeguarding Policy (Appendix 3).

All sub-recipients are required to participate in mandatory Child Safeguarding training. There are two separate training modules: (i) all Sub-recipient staff having direct contact with children or their data must complete the Child Safeguarding Foundations Course located on Save the Children's partner portal; and (ii) all Sub-recipient staff are required to attend a live Child Safeguarding webinar annually.

All Sub-recipient employees must undergo proper vetting including but not limited to, criminal background checks and sexual offender registry search, and partner organizations must use reasonable processes for “clearing” any discrepancy to ensure that employee does not pose a risk to any child or vulnerable adult.

The Child Safeguarding Policy requires all concerns and/or suspected or known policy violations to be reported within 24 hours. All sub-recipients are required to report, via Save the Children’s internal reporting database, as well as to any external authorities, as required by law. Child Safeguarding Focal Points (CSFPs) are embedded throughout the US to assist sub-recipients in reporting suspected or known violations, as well as to answer and consult on any Child Safeguarding issues within the Sub-recipient’s program.

**(ii) Zero-tolerance Fraud Policy**

The Sub-recipient represents that its responsible officer(s) have received and reviewed SCUS’ Code of Ethics and Business Conduct (Appendix 4) and SCUS Zero-Tolerance for Fraud, Bribery and Corruption Policy (Appendix 5), and that Sub-recipient will comply with these policies in all activities undertaken pursuant to this agreement, including, without limitation:

- (a) Sub-recipient represents and warrants that it has complied and will comply with all applicable anti corruption laws.
- (b) Sub-recipient shall promptly report to SCUS any credible information or allegation of fraud, bribery, or corruption relating to its work with SCUS:
  - a. Reports may be submitted to the Sub-recipient’s key contact(s) at SCUS; or
  - b. Reports may be made directly to SCUS’s Legal Department via [hotline@savechildren.org](mailto:hotline@savechildren.org) or file an anonymous report:
    - i. online at <http://SavetheChildren.EthicsPoint.com> or
    - ii. via phone +1 (844) 287-1892 in the United States. If you are outside of the United States and would like to report by phone, go to <http://SavetheChildren.EthicsPoint.com> for a full listing of contact numbers by country.
  - c. Sub-recipient shall preserve all documents pertaining to any credible information or allegation of fraud, bribery, or corruption relating to its work with SCUS and shall cooperate fully in any investigation or audit commenced by SCUS or its donors, including making documents, facilities, and personnel available to SCUS or its donors
- (c) Sub-recipient shall promptly and fully reimburse SCUS for any losses or penalties arising from any incident of fraud, bribery, or corruption involving their employees or agents and shall hold SCUS harmless from and against any claims, demands or expenses (including attorney’s or other professional fees) arising from or relating to Sub-recipient’s noncompliance with the terms of the anti-corruption clauses of this Agreement.
- (d) SCUS shall have the right to terminate this Agreement with immediate effect, and shall have no further obligation to Sub-recipient if SCUS reasonably believes that Sub-recipient is in noncompliance with the anti-corruption clauses of this Agreement.

.All Sub-recipient staff should be informed of this policy.

**(iii) Social Media Policy**

The Sub-recipient agrees to abide by the SCUS Social Media Policy (Appendix 5), and all Sub-recipient staff should be informed of this policy.

#### (iv) Reporting Requirement

If you see or hear something you believe is violation of SCUS's Policies share your concern by reporting it to your Program Specialist or contact the Ethics Hotline:

Phone toll-free within the US: 1-844-287-1892

Fax: 1-475-999-3293

Web: Savethechildren.ethicspoint.com

Initial: 

**Mrs. Stacey Bettencourt, Superintendent**

#### (i) Intellectual Property Ownership and Use

##### (i) Definitions:

- (01) **"Pre-existing Materials"** shall be defined as all data, reports, curricula, specifications, outlines, drafts, software, pictures, photographs, videotapes, other materials and intellectual properties, proprietary information, know-how and/or trade secrets fixed in writing or other tangible media developed by Sub-recipient separate and apart from this Sub-award.
- (01) **"Third Party Materials"** shall be defined as all data, reports, curricula, specifications, outlines, drafts, software, pictures, photographs, videotapes and any other materials and intellectual properties fixed in writing or other tangible media developed separate and apart from this Agreement and owned by or exclusively licensed to a third party.
- (02) **"Work Product"** shall be defined as all data, reports, curricula, specifications, outlines, drafts, software, pictures, photographs, videotapes and any other materials and intellectual properties fixed in writing or other tangible media first developed under this Agreement.

(ii) Incorporating Third Party Materials: Sub-recipient shall not incorporate any Third Party Materials that include a copyright or exclusive licensing notice in favor of a third party into any Work Product, unless Sub-recipient identifies such Third Party Materials and any limitations and Sub-recipient acquires a world-wide, royalty-free license to copy, use, publish and reproduce such Third Party Materials to the extent necessary for Sub-recipient and SCUS to exercise their rights in the Work Product.

(iii) Ownership of Work Product: Sub-recipient shall be the sole and exclusive owner of the Work Product, including all rights and interests that may qualify for protection under the laws of copyright. The Work Product will acknowledge SCUS as contributing to the development of the Work Product.

(iv) License of Work Product and Pre-existing Materials Incorporated in Work Product: (a) Sub-recipient hereby grants a royalty free, irrevocable, non-exclusive, world-wide license to SCUS, and to receive, copy, use but not alter to the extent that a derivative work is created, publish and reproduce the Work Product. (b) To the extent Sub-recipient incorporates any Pre-existing Materials into the Work Product, Sub-recipient further grants SCUS, as applicable, a royalty free, irrevocable, non-exclusive license to receive, copy, use but not alter to the extent that a derivative work is created, publish and reproduce the Pre-existing Materials as incorporated in the Work Product. Sub-recipient shall be acknowledged as the owner of the Pre-existing Materials as appropriate.

(v) Specific Indemnity by Sub-recipient: Sub-recipient will comply with all applicable laws and regulations concerning copyright and trademark in the development of Work Product under this Agreement. Sub-recipient hereby indemnifies and holds SCUS harmless for any losses, claims, damages, liabilities and related expenses, including counsel fees, incurred by or asserted against SCUS arising by virtue of Sub-recipient's reckless or intentional infringement of any applicable law or regulation concerning copyright and trademark.

(vi) Photo: A photograph of a person involves three rights: the ownership of the photograph (generally held by the photographer), the right to reproduce that photograph (often held through agreement by the employer or contractor of the photographer), and the privacy interest of the persons in the photographs (always held by those persons unless expressly released in writing, or waived by virtue of being engaged in a public activity or being a public/famous person). Use of photographs for which consent has not been obtained fails to respect the rights of the individuals being served and exposes SCUS and Sub-recipient to liability for breach of privacy rights. Each Party will obtain appropriate documentation of consent and release from the photographer, and/or the non-public persons in non-public settings, or of a parent or guardian (if photo subjects are minors) before publishing photos in reports or materials generated under this Agreement.

**(j) Order of Precedence:**

In the event of a conflict or inconsistency between provisions of this Sub-agreement, the conflict or inconsistency will be resolved by giving precedence in the following order:

- (i) Donor Terms and Conditions
- (ii) SCUS Terms and Conditions
- (iii) Project Budget
- (iv) Project Plan

**(k) Prior Approvals**

(i) Any changes to the terms and conditions of the Sub-agreement must be in writing and agreed upon by both parties (Sub-recipient and SCUS authorized representatives).

(ii) The Sub-recipient shall not enter into any sub-award agreement without the prior written authorization and approval of SCUS.

**(l) Insurance**

A) The Sub-recipient is solely responsible for all applicable taxes, benefits, worker's compensation insurance or equivalent, health insurance, all risk property insurance and a comprehensive general liability insurance with financially sound and reputable insurance companies, and other insurance as required under the applicable laws and naming SCUS as an additional insured. A copy of this Certificate is to be sent to SCUS as described in the cover letter of this sub-award.

B) The Sub-recipient warrants that it shall obtain and maintain adequate insurances against all risks in respect of any property and any equipment used for the execution of this Subagreement.

C) The Sub-recipient shall be solely liable for the loss or theft of, or damage to, any and all items purchased with Sub-agreement funds (including items in the possession of its lower-tier Sub-recipients), and, as soon as reasonably practicable after any such loss, theft or damage, shall replace such items at its own expense in compliance with the procurement requirements set forth below in Article 9(n) (Procurement). In addition, the Sub-recipient shall be solely liable for the loss or theft of any Subagreement funds held in cash by the Subagreement or any of its agents or lower-tier sub-recipients and shall have no recourse to SCUS or the Donor for any such loss or theft.

**(m) Conflict of Interest**

SCUS requires that all conflicts of interest involving employees (or the families of employees) must be disclosed in writing to the Program Specialist cover sheet section 5). Each Sub-recipient should have and maintain a copy of their own Conflict of Interest policy and it should be available upon request from SCUS.


Some examples of conflicts of interest:



01. When an employee or family member has a connection to, or significant financial interest in, another party which does or seeks to do business with SCUS.
02. When an employee engages in an independent business venture or works for another organization in a way that prevents the employee from devoting the time and effort to SCUS required by his or her position.
03. When an employee diverts a business opportunity of SCUS to another person or organization.
04. When an employee participates in an employment-related decision regarding a family member or other person with whom the employee has a close personal relationship.

Conflicts of interest:

01. Must be reported promptly and in writing to the Program Specialist; and
02. You must not take part in decisions related to the transaction. (If you are in doubt about a potential conflict, speak with your Program Specialist.)

Initial:  \_\_\_\_\_

**Mrs. Stacey Bettencourt, Superintendent**

**(n) Procurement**

The procurement requirements of this sub-award require that each Sub-recipient follow its organization policies and procedures for vendor selection and purchasing based on the Sub-recipient defined requirements. SCUS in no way imposes procurement requirements on sub-recipients that are not in support of the Sub-recipient policies and procedures.

(i) In the event that the Sub-recipient does not have an established Procurement Policy, SCUS requires that procurement of goods and services of single transactions costing more than \$3,500 be supported by documentation of at least three written bids from potential vendors and a written statement by the Sub-recipient listing the reasons for selecting the chosen supplier of such goods or services. Exceptions to this requirement are if the chosen supplier is approved by SCUS.

(ii) IMPORTANT NOTE: Procurement of Project/Program materials and computers per the budget attached are encouraged to be purchased within the first 3 months and no later than the first 6 months of programming as these items are to be available to the Project/Program participants (students) for this sub-award period. Failure to complete the procurement of these goods in a timely manner will likely result in the deduction of those funds from this Sub-award by SCUS which will include a budget revision and sub-award modification.

(iii) IMPORTANT NOTE: Because of the crucial nature of these staff positions, Literacy, Healthy Choices, and Early Steps to School Success Coordinators as applicable and as listed in the Program Plan (Appendix 1) and budget (Appendix 2) must be formally employed by the Sub-recipient as close as feasibly possible to the sub-award start date. Any cost savings due to the time lag in hiring these staff positions will likely result in the deduction of funds from this Sub-award by SCUS in the amount of budgeted funds per day not worked which will include a budget revision and sub-award modification.

(iv) IMPORTANT NOTE: This sub-award may not be used to fund the purchase of capital assets with a value of \$5,000 or greater.

(v) IMPORTANT NOTE: Because of the high level of accountability, any procurement and resulting expenditure towards this sub-award that is deemed to be inappropriate according to the Project Plan, budget, and/or generally accepted accounting principles will result in the deduction of those funds from this Sub-award by SCUS which will require reclassification of such expenditures from the SCUS sub-award and documentation in support of the accounting adjustment.

**(q) Representations and Warranties**

The Sub-recipient represents and warrants that: (i) it is authorized and has the right and ability to undertake the obligations as set forth in this Sub-agreement; (ii) it is properly registered in all jurisdictions as may be required to perform its obligations under this Sub-agreement; (iii) it fully complies with Executive Order 13224 - BLOCKING PROPERTY AND PROHIBITING TRANSACTIONS WITH PERSONS WHO COMMIT, THREATEN TO COMMIT, OR SUPPORT TERRORISM.

**(q) Indemnification**

Sub-recipient shall hold harmless and indemnify SCUS and its directors, officers, agents and employees from and against all causes of action, losses, claims, liabilities, damages (including but not limited to costs, reasonable attorneys' fees, and amounts paid in reasonable settlement thereof) which arise or are alleged to arise as a result of the negligent acts, errors or omissions or willful misconduct of Sub-recipient, its directors, officers, agents or employees. Additionally, the Sub-recipient shall indemnify and hold harmless SCUS for and from all costs, risks, delays, losses, damages and other liability incurred by SCUS due to the Sub-recipient's noncompliance with applicable laws or failure to secure required licenses, permits, and other approvals. This paragraph shall survive the expiration or termination of this Agreement for a period equal to the running of any applicable statute of limitations, including all tolling periods.

**10 Title, Use, and Disposition of Property**

Title shall vest with the Sub-recipient for purchases made under this award.

**11 Remedies for Non-Compliance**

If the Sub-recipient fails to comply with applicable statutes, regulations or the terms and conditions of this award, SCUS may impose additional conditions, as described below in Section 12 "Specific Conditions." If SCUS determines that noncompliance cannot be remedied by imposing additional conditions, SCUS may take one or more of the following actions, as appropriate in the circumstances:

- (a) Temporarily withhold cash payments pending correction of the deficiency by the Sub-recipient.
- (b) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
- (c) Wholly or partly suspend or terminate this award.
- (d) Take other remedies that may be legally available.

**12 Specific Conditions**

- (a) SCUS may impose additional specific award conditions as needed, in accordance with paragraphs (b) and (c) of this section, under the following circumstances:
  - (1) When a Sub-recipient has a history of failure to comply with the general or specific terms and conditions of a Federal award;
  - (2) When a Sub-recipient fails to meet expected performance goals contained in the award;
  - or
  - (3) When a Sub-recipient is not otherwise responsible.
- (b) These additional award conditions may include items such as the following:
  - (1) Requiring payments as reimbursements rather than advance payments;
  - (2) Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given period of performance;
  - (3) Requiring additional, more detailed financial reports;
  - (4) Requiring additional Project/Program monitoring;
  - (5) Requiring the Sub-recipient to obtain technical or management assistance; or
  - (6) Establishing additional prior approvals.

(c) SCUS will notify the Sub-recipient as to:

- (1) The nature of the additional requirements;
- (2) The reason why the additional requirements are being imposed;
- (3) The nature of the action needed to remove the additional requirement, if applicable;
- (4) The time allowed for completing the actions if applicable, and
- (5) The method for requesting reconsideration of the additional requirements imposed.

(d) Any specific conditions must be promptly removed once the conditions that prompted them have been corrected.

### **13 Termination**

#### **(a) Termination by SCUS**

SCUS may unilaterally terminate this Agreement at any time, in whole or in part, for any of the following reasons:

- (i) Sub-recipient noncompliance; or
- (ii) the Sub-recipient's financial insolvency, bankruptcy, assignment in favor of creditors, or similar or comparable status; or
- (iii) Donor termination or non-funding of all or part of SCUS Award with the Donor.
- (iv) For any reason, the Sub-recipient is unable to continue with the implementation of the Project under the terms and conditions of this Agreement including its annexes.

#### **(b) Mutual Termination**

The Parties may mutually agree to terminate the Agreement at any time, in whole or in part, upon such terms and conditions as may be agreed between them.

#### **(c) Terms of Termination**

(i) Termination shall be effected by written notice to the terminated Party. The notice shall identify the basis for termination, the reason(s) therefore, the effective date of the action, a statement identifying which part (or all) of the remainder of the Agreement Term or the program activities is terminated, and procedures and standards, as appropriate, for phasedown costs and submission of final invoices.

(ii) The termination shall be effective on the date stated in the notice.

(iii) Unless otherwise stated in the termination notice, or as otherwise approved on a case by case basis, SCUS shall not be obligated to reimburse the Sub-recipient for any expenses incurred after the termination effective date. The Sub-recipient shall, with due regard to economy, effect an expeditious but orderly phasedown of program activities and implementation efforts. Reasonable phasedown costs will be reimbursed. Notwithstanding termination, SCUS's obligation to reimburse termination costs under this Article shall in all respects be subject to funding from the Donor and, if required, Donor approval.

#### **(d) Force Majeure**

Any delay or failure of required obligations by the Sub-recipient, shall be excused if and to the extent caused by acts of God, fire, storm, lockout, strike, terrorist act, flood, sabotage, embargo, war (whether declared or not), riot, or other causes beyond the reasonable control of the Sub-recipient.

If the Sub-recipient asserts Force Majeure as an excuse for failure to perform their obligations, then the Sub-recipient must:

- (i) Notify SCUS of the likelihood or actual occurrence of an event described in this clause;
- (ii) Prove that reasonable steps were undertaken to minimize delay or damages caused by foreseeable events; and
- (iii) Fulfill all non-excused obligations.

Upon review of the Sub-recipient's notice, SCUS shall determine whether the term of the Agreement shall be extended for a reasonable time period to complete activities interrupted by the delays or whether the Subagreement shall be terminated without further liability to either party.

**(e) Duties Upon of Termination**

Upon Sub-recipient's written request, SCUS will return or destroy all Student Data within its possession or control, unless it is required to be retained pursuant to applicable law. Notwithstanding the foregoing, SCUS may retain a copy of Student Data in archive or back-up systems in accordance with general systems archiving or backup policies and remains subject to the confidentiality obligations in this Agreement.

**14 Assignment**

The Sub-recipient shall not assign, transfer, subcontract, subaward, or attempt to do any of the foregoing, except for the following types of general support services: communication, translation, photocopying of documents or similar services, without the prior written consent of SCUS (absent which such action or attempted action shall have no effect as against SCUS). SCUS may subcontract its duties under this Agreement, provided that any subcontract shall require the subcontractor to (a) comply with all applicable federal and state laws governing the privacy of any Student Data received by the subcontractor; (b) refrain from disclosing Student Data to any person other than the Sub-recipient or SCUS without the prior consent of the parent of the student whose Student Data is to be disclosed; and (c) use any Student Data it receives only for the purposes for which the disclosure of Student Data was made, i.e., performing the duties of SCUS under this Agreement.

**15 Severability**

If any provision of this Sub-agreement is deemed by any court of competent jurisdiction to be void, voidable, invalid or unenforceable for any reason, the remainder of the provisions shall not be affected and shall remain valid and enforceable.

**16 Non-Waiver**

Failure by SCUS to insist upon strict compliance with any provision of this Sub-agreement shall not be deemed to be a waiver or relinquishment of, or otherwise to affect or modify, any of SCUS's rights or Sub-recipient's duties hereunder, nor shall any waiver or relinquishment of any such right or duty in one case be construed as a waiver or relinquishment in another case.

**Save the Children Program Component  
Early Childhood Development**

**Early Steps to School Success (ESSS) Expectations:**

**Partner and Save the Children Responsibilities:**

- To achieve the following goals of ESSS:
  - 1) Children will enter school with the skills necessary for school success.
  - 2) Caregivers will have the knowledge and skills to support their children's education.
  - 3) Home/school connections will be strong.
  - 4) Early childhood knowledge and skills in the community will be increased.
  
- To meet the ESSS program objectives:
  - 1) Caregivers and children together will participate in Early Steps from pregnancy or early enrollment, until the child enters kindergarten.
  - 2) Caregivers will develop knowledge and skills to promote their child's early development with a special emphasis on social/emotional development and early literacy and language development.
  - 3) Caregivers will read to their children on a daily basis.
  - 4) Caregivers will participate in school and community-based activities.
  - 5) School activities and Early Steps activities will be linked.
  - 6) Early Steps staff will have early childhood knowledge and demonstrate competencies that are consistent with current evidence-based practices.
  - 7) The program provides home visiting services to families year round.
  
- To adhere to the principles of the program:
  - 1) Partners will enroll pregnant families and the youngest children (preferably under one year) and the neediest families as defined by the partner.
  - 2) Program experiences and activities are individualized according to the needs and interests of the child and family.
  - 3) Caregivers are supported and encouraged to participate in planning for their children's transitions to school.
  - 4) Cultural values of families are respected and honored.
  - 5) Service delivery options (home visiting and parent/child groups) are based on the needs of the family and staff safety.
  - 6) The program will collaborate with existing community efforts.
  - 7) The program will support the multiple dimensions of child development: cognitive, physical, social and emotional development.
  - 8) Caregivers will be supported in their role as the child's first and primary teachers.
  - 9) Children will be in safe environments.
  - 10) Program experiences and activities will be consistent with evidence-based practices.

**Partner Site Responsibilities:**

- Hire a qualified Early Childhood Coordinator whose language reflects that of the population served. Ex. An Early Childhood Coordinator who provides services to monolingual Spanish families, must be bilingual. Partners are encouraged to include the ESSS Program Specialist with hiring process.

Attachment 2-Scope of Work and Additional Partnership Requirements  
Save the Children Subgrant Agreement

- (Where Applicable)** Hire a Kindergarten Readiness Ambassador(s) responsible for:
  - Enrolling 40 children ages 3-5 years in the Family Readiness component.
  - Holding Kindergarten Readiness Family Group meetings 3-4 times per month (year-round).
  - A local plan will be developed to increase access to early learning opportunities for children ages 3-5, which includes a book bag exchange.
  - Collecting data and reporting via Save the Children Data collection systems.
  
- Provide regular, ongoing supervision and support to the Early Childhood Coordinator (ECC) and the Kindergarten Readiness Ambassador (KRA) that includes:
  - Regular meetings between the ECC/KRA and Site Supervisor.
  - Monthly review of the data.
  - Observation of at least 2 home visits conducted by the ECC per year.
  - Observation of at least 1 Parent/Child Group conducted by the ECC/KRA per year.
  - Regular meetings between Save the Children's Early Childhood Program Specialist and Site Supervisor.
  - An annual review of the ECC/KRA's performance completed by their supervisor.
  - Review of mileage reimbursement requests, and sign-in/sign-out logs to ensure consistency with home visit documentation (Family Planning Forms) signed by Caregivers.
  
- Utilize the Early Childhood Coordinator and the Kindergarten Readiness Ambassador for ESSS functions only. Responsibilities for these positions do not include acting as a substitute teacher at any given time during the school day, assisting with bus or lunch duties, running sports or other extra-curricular activities, using preparation/planning time for other non-early childhood activities (e.g., monitoring assemblies, assisting with non-early childhood related classroom activities).
  
- Provide an environment that allows for flexibility in scheduling to accommodate the needs of families with young children receiving services in a home-based environment.
  - This may include making evening and weekend visits and providing services on days, including during the summer, when schools are closed.
  
- Provide an orientation to the Early Childhood Coordinator and Kindergarten Readiness Ambassador(s) upon hire that includes information on:
  - Benefits including leave and health insurance
  - Time sheet completion
  - Mileage reimbursement submission
  - Policies on reporting Child Abuse and Neglect
  - Policies related to Confidentiality
  
- Ensure that the Early Childhood Coordinator:
  - Plans monthly site visits with the Early Childhood Specialist that include 1-2 home visits, a file review, recent training follow-up and a meeting with the Site Supervisor.
  - Inputs data weekly with all data entered by the 5th of the month following when data was collected.
  - Uses data to support continuous quality improvement.
  
- Enroll and maintain enrollment of 20 children in the Home Visiting component of each ESSS program. This includes pregnant women and children ages birth to 3. Initially, all enrollment slots must be filled within 6 months of program start-up. As a slot become available, it must be filled within one month of becoming vacant.

Attachment 2-Scope of Work and Additional Partnership Requirements  
Save the Children Subgrant Agreement

- Enroll 30 3-5 year olds in the 3-5 Book Bag Exchange component of each ESSS program. This includes enrolling children who transition from the Home Visiting component.
- Provide each family in the home visiting component with a minimum of 2 home visits per month in-person or remotely that lasts approximately an hour and includes the Book Bag Exchange or literacy activity. Collect documentation of the number of times the child is read to or engaged in a literacy-based activity from the family.
- Make up missed home visits so that each family participating in the Home Visiting component receives an average of 2\* visits per month in any given period.
- Hold a minimum of one Parent/Child Group per month for all children and families enrolled in ESSS or on the waiting list. (These group activities can also be open to other children and families in the community.)
- Identify a qualified PPVT Examiner (and/or PLS Examiner) to test eligible 3 and 5 year olds.
- Complete PPVT or PLS testing on all eligible 3 and 5 year olds.
- Conduct a quality check (Parent Satisfaction Survey) with all families annually with caregiver feedback used internally for program quality improvement.  
<https://savechildrenusa.sharepoint.com/sites/USPAPartners/ESSS/Site%20Supervisors/Forms/AllItems.aspx>
- Participate in activities that support continuous data monitoring and quality improvement.

**Save the Children Responsibilities:**

- Provide training and technical assistance including:
  - Orientation training within the first 90 days of programming for all Early Childhood Coordinators/Kindergarten Readiness Ambassadors, partnership site coordinators, Early Childhood Program Specialists, or other relevant curriculum partners.
  - 3-4 Group Trainings (Clusters) per year for all Early Childhood Coordinators and Ambassadors.
  - Regular training, technical assistance and coaching via monthly site visits, virtual meetings, and phone calls.
  - Distance learning and support via facilitated national discussions, monthly audio and web-based conference training.
- Additionally, Save the Children considers the following characteristics essential for successful ESSS partnerships:
  - Identified need in the community for early childhood development services for children ages birth to five.
  - Agency/school interest and vested support in serving families with children ages birth to five.
  - Agency/school already providing some services for children ages pre-birth to 3<sup>rd</sup> grade.
  - Partner is a school-based program or community-based agency with strong connections to the school.
  - Partner has facility capacity, including space for parent/child group meetings.

Attachment 2-Scope of Work and Additional Partnership Requirements  
Save the Children Subgrant Agreement

- Partner has the organizational capacity to add on and develop a new program (i.e. ability to manage program and supervise staff).
- Support from the school/agency leadership for the program.
- Partner would not be duplicating services provided by other organizations.



**DATA USE AGREEMENT AND  
CONSENT TO RELEASE CONFIDENTIAL STUDENT EDUCATION RECORDS**

**THIS DATA USE AGREEMENT AND CONSENT TO RELEASE CONFIDENTIAL STUDENT DATA AGREEMENT** (“Agreement”) is entered into as of the date last signed below by and between the Board of Education of the “District” (as named in the signature block below), **Save the Children Federation, Inc.**, (“Data Recipient”), and **Renaissance Learning, Inc.** (“Renaissance”). Collectively referred to as the “Parties”, and each, a “Party”.

**WHEREAS**, the District has selected Renaissance to provide services (“Services”) that require Renaissance to receive and collect: student, classroom, and school-level data (“Stored Data”).

**WHEREAS**, the District has requested that Renaissance share the Stored Data with Data Recipient; and

**WHEREAS**, Renaissance agrees to assist District in providing the Stored Data to Data Recipient.

**NOW, THEREFORE**, in consideration of the foregoing and the mutual covenants contained herein, the parties hereby agree as follows:

1. **PURPOSE.** The purpose of this Agreement is to explicitly state the District’s consent for Renaissance to release the Stored Data to Data Recipient.
2. **TERM.** This Agreement shall become effective on the date first written above and, subject to any earlier termination as provided herein, shall remain in effect until 10 days after District gives written notice to Renaissance. The obligation of indemnification set forth in Paragraph 6 shall survive the termination of this Agreement.
3. **CONTRACTOR RELATIONSHIPS.** It is agreed that the legal relationship between Renaissance, Data Recipient and the District is of a contractual nature. District and Data Recipient agree that Renaissance is at all times acting as a contractor and is, in performing its duties under this Agreement, acting for the District. The District acknowledges that it is contracting with Renaissance and requesting Renaissance to share the Stored Data with Data Recipient because the District needs the assistance of Renaissance to share the Stored Data. The District also acknowledges that both Renaissance and Data Recipient have a legitimate educational interest in the Stored Data.
4. **CONFIDENTIAL INFORMATION.**
  - a) Consent to Release Student Education Records. The District authorizes Renaissance to release the Stored Data which includes student “education records” as defined in the Family Educational Rights and Privacy Act (FERPA) and any confidential information or records as defined by applicable state law, whether as aggregate data or personally identifiable information, to Data Recipient.
  - b) Redisclosure of Student Education Records. Data Recipient agrees that it will not redisclose the Stored Data without the prior consent of the parent or eligible student to whom the education record and/or student record refers.
  - c) District Record of Disclosure. The District will maintain a record of disclosure, as required by 34 C.F.R. § 99.32(b), containing the name of Data Recipient and the legitimate interests which Data Recipient has to the Stored Data.
  - d) Student Education Records. Consistent with this Agreement, Data Recipient will comply with the relevant requirements of FERPA, the Individuals with Disabilities Education Act (IDEA), and any applicable state student records law, regarding the confidentiality of student “education records” as defined in FERPA and other confidential student information. Data Recipient will limit internal access to the Stored Data to only those employees who reasonably need access to the Stored Data in order to perform Data Recipient’s responsibilities to the District.
5. **NOTIFICATION TO PARENTS AND STUDENTS.** The District agrees that, if required by law, it will disclose Renaissance and Data Recipient as contractors retained to provide various institutional services and functions on the annual FERPA notice sent to parents and students in the District pursuant to 34 C.F.R. § 99.7.
6. **INDEMNIFICATION.**
  - a) General Indemnification. To the fullest extent permitted by law, the District and Data Recipient each agrees to indemnify, defend and hold harmless Renaissance, its board, its officers and, employees from and against any and all claims, demands, suits, liabilities, injuries, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, defense costs arising or resulting from, or occasioned by or in connection with any release of the Stored Data by, respectively, the District or Data Recipient or their subcontractors; including but not limited to: breach of its duty to comply with any laws or regulations applicable to this Agreement, including but not limited to FERPA, IDEA, or any state Student Records Law or the breach of any provision in this Agreement by the District or Data Recipient. The obligation of indemnification set forth in this Paragraph shall survive the termination of this Agreement. It is expressly

understood and agreed that this indemnification agreement is not joint and that neither the District nor Data Recipient is responsible for any breach by the other party.

b) Investigation or Order from the Family Policy Compliance Office. District and Data Recipient agree they will notify Renaissance if either of them is contacted by the Family Policy Compliance Office, or any successor government office or agency charged with enforcing FERPA, or any state agency charged with enforcing state student records laws regarding any services or disclosure of records contemplated by this Agreement. Such notice shall be made in writing within three (3) business days of the first contact the government agency makes with District or Data Recipient.

**7. GENERAL PROVISIONS.**

a) Amendment. This Agreement may only be amended in writing signed by all Parties.

b) Entirety. This Agreement constitutes the entire Agreement between the Parties with respect to the subject matter hereof, and supersedes any other negotiations, agreements or communications, whether written or oral, that have been made between any Parties with respect to the subject matter hereof.

c) Governing Law. This Agreement shall be governed by the laws of the State of Wisconsin.

d) Severability. In case any provision in this Agreement is held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not be affected.

e) Authority to Execute. Each Party represents and warrants to the other Parties that this Agreement has been duly authorized, executed and delivered by and on behalf of each such Party, and constitutes the legal, valid and binding agreement of said Party.

f) No Waiver. No course of dealing or failure of any Party to enforce strictly any term, right or condition of this Agreement shall be construed as a waiver of such term, right or condition. No express waiver of any term, right or condition of this Agreement shall operate as a waiver of any other term, right or condition.

g) Assignment. This Agreement only be assigned in writing signed by all Parties.

**IN WITNESS WHEREOF**, the Parties have executed this Agreement as of the last date written below.

\_\_\_\_\_  
District name (“DISTRICT”)

**SAVE THE CHILDREN FEDERATION, INC.**

\_\_\_\_\_  
Authorized signature

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Printed name

\_\_\_\_\_  
Printed name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**RENAISSANCE LEARNING, INC.**

\_\_\_\_\_  
Authorized signature

\_\_\_\_\_  
Printed name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

# Save the Children, US Programs Technology Guidelines

## Technology Goals

Save the Children U.S. Programs is committed to using computer technologies and communication networks to strengthen our ability to reach and affect the lives of children. Our vision is to use technology to achieve greater results, analyze student success patterns, measure the effectiveness of our initiatives, and streamline communications. Partners must be committed to having and maintaining the technology infrastructure to take part in these efforts.

A Partner must have a reasonable number of serviceable computers in a computer lab and/or library to be used by children who participate in the programs supported by Save the Children. It is recommended that there be 1 computer for every 5-10 children participating in our afterschool and SummerBoost programs. Every Partner must have a qualified Technology Specialist who will be responsible for ensuring the appropriate technology is accessible by program staff and children. Program staff must be committed to using the tools provided.

Save the Children's Literacy programs utilize web-based software (Renaissance Place) and information hosting provided by Renaissance Learning. Their literacy software, (Accelerated Reader, STAR Reading, and STAR Early Literacy) use computerized quizzes and assessments to measure students' comprehension and progress. All Partners are required to use the hosted version of Renaissance Place that is directly provided by Renaissance Learning.

Save the Children utilizes a web-based system for monitoring and evaluation purposes of our school age and early childhood programs: SCORE (Save the Children's Online Reporting and Evaluation system) for tracking school age and early childhood child program participants. Partners are required to use the SCORE system to track the children enrolled in Save the Children's US Programs. In addition, a web-based portal, our USP Partner Portal, is utilized to give Partners access to Save the Children training and technical assistance resources and to ease collaboration with our staff.

## Technology Guidelines

The following are guidelines and technical requirements for computers which will be used in our programs. The Partner's Technology Specialist should use these requirements to assess the readiness of the site to access and utilize Save the Children's systems, including SCORE, the USP Partner Portal, and for Renaissance Learning software where literacy programming is taking place. The Technology Specialist should participate in the budget creation process and identify computers needed. Save the Children is willing to work with Partners to help bridge equipment gaps and, where possible, consider alternate approaches.

- One computer for every 5-10 children in school-aged literacy program (Based on average daily attendance: Afterschool or Summer)

- Apple Macintosh computers are compatible with Renaissance Learning products, but at least one Microsoft Windows PC is required for Save the Children applications (including SCORE, the Early Steps System and the USP Portal). **Save the Children applications do not run on Apple computers.**
- High speed Internet access
- Browser: See specifics below.
- Technology consultant/specialist needed to work on Renaissance Place set-up (if new model) and maintenance (new & existing models)
- Telephone (preferably speaker phone) located near a computer
- Adequate number of quality printers

### Save the Children Technology Requirements

Below are minimum technical requirements for computers to run Save the Children’s US Programs monitoring & evaluation system (SCORE) and Save the Children’s USP Portal. Both applications are web-based, and therefore will not be housed on a Partner’s server.

Please refer to Renaissance Learning’s “Renaissance Place Technical Recommendations” (Appendix 1) for specific guidelines related to their products.

Technology Component	Save the Children Technology Requirements
<b>Computer</b>	There must be at least one PC available on site. Save the Children applications do not run on Apple computers.
<b>Web Browser</b>	Recommended: Internet Explorer (IE) 11 or Chrome / Minimum: Internet Explorer (IE) 9* <i>*SCORE will run in Chrome, however not all functionality of the USP Portals is supported in Chrome. Our official supported browser for USP Systems is IE.</i>
<b>Operating System</b>	Recommended: Windows 7 or higher / Minimum: Windows Vista* <i>*Windows XP is no longer supported, and IE 11 cannot be installed. Please upgrade your OS to a minimum of Windows Vista.</i>
<b>Processor &amp; RAM</b>	Follow minimum requirements for your operating system
<b>Screen Resolution</b>	1280x720 or higher
<b>Printer(s)</b>	Required
<b>Internet Connection</b>	Broadband Internet Connection (DSL, Satellite, or Cable)
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• Excel 2007 or higher</li> <li>• JavaScript should be turned on in the browser for best user interface experience</li> </ul>

### Appendix 1: Renaissance Place Technical Recommendations

# Renaissance Place™ Client Workstation Recommendation

## Technical Recommendations:

- Throughout this document, you will see both Recommended and Minimum requirements. Please follow the Recommended requirements for optimal performance and access to all the latest features.
- As of August 1, 2016, we no longer support Internet Explorer 8 for use with Renaissance Place. This is reflected in the chart below.
- Windows XP is no longer receiving automatic updates from Microsoft and has become vulnerable to security risks, viruses, and malware. Because of the potential risks, we strongly encourage you to upgrade Windows XP computers before the 2016-2017 school year begins. Continuing to support this operating system also depends on the availability of a compatible browser. We will notify you when we officially discontinue support for Windows XP, at least six months in advance if possible.
- We plan to end support for Macintosh OS X v10.8 and Safari 5.1 within the next year. If you are still using OS X v10.6 or Safari 5.1, we recommend that you update to a newer operating system/browser in time for the 2016-2017 school year. As updates are applied to your Renaissance Place site over the next few months, 3rd grade student testing will no longer be supported in Safari 5.1.
- As of July 2016, Windows 10, Macintosh OS X v10.11.1, and Safari 9 are supported for use with Renaissance Place. This is reflected in the chart below.

Client	Windows		Macintosh	
	Recommended	Minimum	Recommended	Minimum
Web Browser*	Internet Explorer 10, v11.x <sup>1</sup> , Firefox 27.0 or later, or Chrome 38 or later	Internet Explorer 9.x or Firefox 34.x-35.x or Chrome 26 or later	Safari 6.0-9.1, Firefox 27.0 or later, or Chrome 26 or later	Safari 5.1 <sup>2</sup> or Firefox 34.x-35.x or Chrome 26 or later
Operating System <sup>3</sup>	Windows 7-10	Vista	OS X v10.7-v10.11	OS X v10.8 <sup>2</sup>
Screen Resolution	1024 x 768 display resolution	1024 x 600 display resolution	1024 x 768 display resolution	1024 x 600 display resolution
Internet Connection	Broadband internet connection (DSL, satellite, or cable)			
Mobile Devices	<p><b>Chromebooks</b></p> <ul style="list-style-type: none"> <li>All Renaissance Place products are compatible on Chromebooks and other Chrome OS devices—simply enter your school's Renaissance Place URL in the web browser. Adobe Flash Player is required for English in a Flash and some resources.</li> </ul> <p><b>iOS Native Apps</b></p> <ul style="list-style-type: none"> <li>Accelerated Reader on iOS: iPad®, iPod touch®, or iPhone® running iOS 5.x or later. <a href="https://itunes.apple.com/us/app/accelerated-reader/id440734561">https://itunes.apple.com/us/app/accelerated-reader/id440734561</a></li> <li>Accelerated Reader 360 on iOS: iPad® 2+ running iOS 6.x or later. <a href="https://itunes.apple.com/us/app/accelerated-reader-360/id848069576">https://itunes.apple.com/us/app/accelerated-reader-360/id848069576</a></li> <li>STAR on iOS: The STAR app is being retired. As updates are applied to your Renaissance Place site over the next few months, students will need to use the Safari browser to take STAR tests.</li> </ul> <p><b>NEO 2 (an eLearning device from Renaissance Learning)</b></p> <ul style="list-style-type: none"> <li>Accelerated Reader SmartApplet: NEO 2 and NEO Manager.</li> <li>KeyWords RP Reports: NEO 2 and NEO Manager, and Key Words SmartApplet 3.3 or later.</li> <li>MathFacts in a Flash SmartApplet: NEO 2 and NEO Manager.</li> <li>Responder SmartApplet: NEO 2 and Renaissance Responder Scoring Software.</li> </ul> <p><b>Tablets</b></p> <ul style="list-style-type: none"> <li>Accelerated Reader, Accelerated Math, Accelerated Math 2.0, and MathFacts in a Flash student applications are supported using a web browser on tablets 7 inches or larger. Simply enter your school's Renaissance Place URL in the web browser. Note: Devices running versions of Android older than 4.0 (pre-ice Cream Sandwich), including first-generation Kindle Fire and Nook Color, are not supported. Performance may also be degraded on single-core processor devices.</li> <li>STAR testing is supported using a web browser on tablets 7" or larger. Students must use Safari 6 or later, Chrome 26 or later, Firefox 27 or later, Silk on Kindle Fire HD, or Internet Explorer 11. Simply enter your school's Renaissance Place URL in the web browser. Note: students should use Firefox when testing in STAR Early Literacy on Android devices.</li> <li>The Accelerated Reader 360 Instructional Reading component works on most tablets 7" or larger, and is recommended on Android tablets running Chrome and iPads. Simply enter your school's Renaissance Place URL in the web browser. Follow the Renaissance Place recommendations for the Accelerated Reader 360 Independent Reading component.</li> </ul>			
Components	<ul style="list-style-type: none"> <li>Adobe Reader 9 or later<sup>4</sup></li> <li>Adobe Flash Player 10.0 or later<sup>5</sup></li> </ul>		<ul style="list-style-type: none"> <li>RIU Print Plug-in (only used in Accelerated Math)</li> </ul>	

- Follow the recommended requirements when accessing the Accelerated Reader student interface, Accelerated Math student interface, Accelerated Math 2.0 teacher functions, Accelerated Math Instructional Fraction, STAR custom administrator functions, STAR student testing, and STAR Growth Proficiency Chart. If you are using a browser or system listed in the minimum sections, you may have a degraded experience or the features may not be accessible.
- Internet Explorer 10.x and 11.x are supported when launched in Desktop mode on Windows 8.x and 10. Internet Explorer in the Windows 8.x UI and the Microsoft Edge browser on Windows 10 are not supported.
- Macintosh OS X v10.8 running 32-bit must use Firefox to view reports.
- Renaissance Place is compatible with 64-bit Windows operating systems when accessed in a 32-bit browser. You may use either Firefox, Chrome, or the 32-bit version of Internet Explorer to log into Renaissance Place.
- You must meet the minimum requirements for your operating systems. Newly released versions of these components may or may not be compatible.

Renaissance Learning™ | P.O. Box 60366 | Wisconsin Rapids, WI 54485-0036 | (800) 338-4204 | [www.renaissance.com](http://www.renaissance.com) | [support@renaissance.com](mailto:support@renaissance.com)  
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## Renaissance Place—Technical Recommendations: Client Workstation Recommendation

Client	Windows		Macintosh	
	Recommended	Minimum	Recommended	Minimum
Other	<ul style="list-style-type: none"> <li>Accelerated Math or Accelerated Math 2.0 (paper assignments only): A 6ppm or higher laser printer is required. Paper assignments may be scored in a browser or with an AccelScan mark reader, Renaissance Responder Scoring Device, and/or IED 2.</li> <li>Accelerated Reader 360 Instructional Reading! The Accelerated Reader 360 App is recommended for iPads. All other computers/devices require Chrome 32 or later and the AR 360 Chrome Reader to read paid eBooks from Google Play for Education. You will be prompted to install the Chrome Reader the first time you preview or read a paid book in Chrome.</li> <li>Accelerated Reader Recorded Voice Quizzes, English in a Flash, STAR Early Literacy, and STAR Math with Audio supports Sound card and headphones or speakers.</li> </ul>			

## Additional Client Requirements and Recommendations

- ▶ ActiveX controls and plugins need to be enabled if using Internet Explorer on Microsoft Windows operating systems.
- ▶ Depending on which Renaissance Place applications/features will be used, there are a number of client applications/plugins that are required. They include Adobe Reader, Adobe Flash, and the Renaissance Print Plugin. The AccelScan application is required if scoring Accelerated Math or Accelerated Reader 2.0 paper assignments using a scanner. Renaissance Responder Scoring Software must be installed on teachers' computers if students are using IEDs or Renaissance Responder scoring devices with Accelerated Math or Accelerated Math 2.0. All client applications/plugins should be installed as a local administrator to the workstation. Access <http://support.renaissance.com/techkb/techkb/110656665a.asp> to view a chart showing the client applications/plugins and where they are used in the software.
- ▶ If using a firewall, proxy, and/or content filter, some changes may need to be made for Renaissance Place applications to function properly.
- ▶ Numerous errors will occur in the software if the proxy server catches Renaissance Place web pages. Accessing the site via HTTPS may prevent the proxy from caching pages, however, you may want to configure your network so that users bypass the proxy server entirely when accessing Renaissance Place.
- ▶ STAR Early Literacy and STAR Math with Audio support require students to download MP3 files from Renaissance Place; if you use content filtering be sure to allow this type of activity.
- ▶ Allow access to Renaissance Learning resources to be sure the software functions as designed. Add an exception within your firewall, proxy, or content-filtering software to allow inbound and outbound HTTP and HTTPS communication with the \*.renlearn.com domain as well as access to and from \*.renlearn.com and \*.renaissance.com. For a complete list of Renaissance Learning resources used by Renaissance Place, see Knowledge Base article #9348286 <http://support.renaissance.com/techkb/techkb/9348286.asp>.
- ▶ Allow inbound and outbound HTTP and HTTPS communication access to [ajax.googleapis.com](http://ajax.googleapis.com) (hosted by Google) and [ajax.aspnetcdn.com](http://ajax.aspnetcdn.com) (hosted by Microsoft). Certain Renaissance Place features access JavaScript libraries from these content-delivery networks; you must allow access to the sites to be sure the software functions as designed.
- ▶ If pop-up blockers have been installed on the workstations, you will need to either disable or uninstall your pop-up blocker, or allow pop-ups from your Renaissance Place website. See Knowledge Base article #781378 <http://support.renaissance.com/techkb/techkb/781378.asp> for more information.
- ▶ Verify you have adequate bandwidth to support task usage estimates. See Knowledge Base article #9843285 <http://support.renaissance.com/techkb/techkb/9843285.asp>.
- ▶ The AccelScan application is required if scoring Accelerated Math or Accelerated Reader assignments using the scanner. Scanner warranty information can be viewed online in the AccelScan User's Guide, available at <http://doc.renlearn.com/Manual/90935410-GF-3950.pdf>.

As technology advances it becomes necessary for software companies to drop support for older operating systems and third-party software. Although Renaissance Learning will not discontinue support for older products immediately, we will continue to evaluate system requirements and do our best to provide advance notice when it becomes necessary to raise our requirements. It is the responsibility of customers to keep their computers, networks, operating systems, and third-party software up-to-date and functional. We will do our best to support new technologies as they become available but cannot recommend them until they are properly vetted and proven compatible.

**if you have any technical questions about Renaissance Place, call: (800) 336-4204**

## RENAISSANCE LEARNING

Renaissance Learning™ (P.O. Box 8036 | Wisconsin Rapids, WI 54486-8036 | (800) 336-4204 | [www.renaissance.com](http://www.renaissance.com) | [support@renaissance.com](mailto:support@renaissance.com))  
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R4312160815  
 Page 2 of 2

<b>Program Year:</b>	2021-2022
<b>State:</b>	California
<b>Site:</b>	Tipton Elementary
<b>Approval Date/Time:</b>	May 26 2021 3:33PM

<b>Plan Page Name</b>	<b>Plan Heading Name</b>	<b>Question</b>	<b>Response</b>
<b>Site Details</b>	<i>General</i>	District	TIPTON ELEMENTARY
		Site Name	Tipton Elementary
	<i>Shipping Address</i>	Address 1	P.O. Box 787
		Address 2	370 North Evans
		Address 3	
		City	Tipton
		State	California
		Zip	93272
		County	Tulare
		Phone	559-752-4213
		Fax	
		Website	www.tiptonschool.org
		Notes	
<b>Fiscal Agent Details</b>	<i>Mailing Address</i>	Address 1	P.O. Box 787
		Address 2	370 North Evans
		Address 3	
		City	Tipton
		State	California
		Zip	93272
	Fiscal Agent	Tipton Elementary School District	
	Fiscal Agent Relationship for this Plan	Sub award	
	Address 1	370 N. Evans Road	
	Address 2		

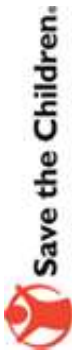
# Approved Plan Report

**Run Date:**

5/28/2021

<b>Fiscal Agent Details</b>	<i>Fiscal Agent Details</i>	Address 3 City State Zip	Tipton California 93272
<b>District Dates</b>	<i>District Date Details</i>	First Day of School Last Day of School Fall Break From Fall Break To Winter Break From Winter Break To Spring Break From Spring Break To Other Breaks/Holidays State Testing Dates	08/09/2021 06/03/2022 11/22/2021 11/26/2021 12/20/2021 01/07/2022 04/11/2022 04/18/2022
<b>Plan General Questions</b>	<i>General Interest Questions</i>  <i>General Family Engagement Questions</i>  <i>Emergency Preparedness</i>	I have read and agree to the Technology Requirements for USP Systems  Is your district able to act as a distribution point for Gifts in Kind donations? This works best if you have access to a secure space of at least 1,000 square feet, a fork lift or power jack, and a loading dock. However, sites without those items are still able to act as a distribution center for some donations.  Does your school have goals and objectives related to Family Engagement included in your School Improvement Plan?  Additional Comments (Type N/A if you answered No or N/A above)  Does your school currently employ a staff person, such as a Family Resource Coordinator or Home School Liaison/Coordinator, responsible for leading Family Engagement?  If Yes above, please enter this persons role/title (Type N/A if you answered No or N/A above)  Does your school have a multi-hazard plan (i.e., a plan for a variety of hazards or disasters)?  If your school does have a multi-hazard plan, does it include information for others who may use the school (e.g., Head Start, after-school programs)?	Yes  No  Yes  Family Engagement goals are embedded in the district's school improvement plan.  No  Family Engagement is built into multiple positions at the district. The Early Childhood Coordinator  Yes  Yes

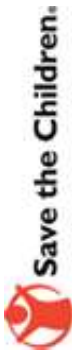




# Approved Plan Report

Run Date: 5/28/2021

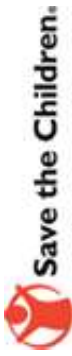
Plan General Questions	Emergency Preparedness	
	<p>If your school does have a multi-hazard plan, does it include information on how to care for students or staff with disabilities or access and functional needs/special needs?</p> <p>What resources (e.g., supplies, technical expertise, training) would MOST help your school get better prepared for disasters or emergencies?</p> <p>What is your top safety, security, and/or disaster preparedness concern(s)?</p> <p>If your school gets funding from others (e.g., state department of education, PTA) to help with disaster preparedness activities, who does it get funding from?</p> <p>What disasters/hazards do you feel your school is LEAST prepared for?</p> <p>What disasters/hazards do you feel your school is MOST prepared for?</p> <p>Does your school have a plan for how to reunite children with their families after a disaster?</p> <p>How often do you practice a drill (e.g., fire, tornado, earthquake) during the school year?</p>	<p>Yes</p> <p>Training and Technical support is always appreciated. The district also takes part in a county-wide</p> <p>Active Shooter on campus</p> <p>Tulare County Office of Ed and California State Dept. of Education</p> <p>Active Shooter of Campus</p> <p>Fire and Earthquake</p> <p>Yes</p> <p>Once a month</p>
<p><b>Site Demographics</b></p>	<p>Projected Number of Children at Site for Program Year</p>	<p>270</p> <p>251</p> <p>521</p> <p>9</p> <p>24</p> <p>57</p> <p>51</p> <p>69</p> <p>56</p> <p>59</p> <p>67</p> <p>70</p> <p>59</p> <p>100</p> <p>Yes</p> <p>Tipton will be offering an extended learning 3 week program and will focus K - 7th graders who have shown academic need.</p>
<p>RL Licenses</p>	<p># STAR Early Literacy Licenses Needed</p>	<p>100</p>



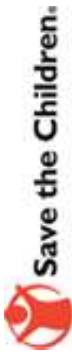
# Approved Plan Report

Run Date: 5/28/2021

Site Demographics	RL Licenses	# STAR Reading Licenses Needed	
Early Steps to School Success	Program Description and Requirements	# Accelerated Reading Licenses Needed	Yes
	Early Step to School Success	I have read and agree to the Program Description and Requirements	
		# of Staff – Budgeted	1
		# of Staff – Targeted	1
		# of Community Meetings Per Month – Budgeted	1
		# of Community Meetings Per Month – Targeted	1
		# of Parent/Child Groups per Month – Budgeted	1
		# of Parent/Child Groups per Month – Targeted	1
		# of Transition to Kindergarten Meetings per Year – Budgeted	1
		# of Transition to Kindergarten Meetings per Year – Targeted	1
		# of 0-3 Year Old Children – Budgeted	20
		# of 0-3 Year Old Children – Targeted	20
		# of Home Visits Per Month – Budgeted	2
		# of Home Visits Per Month – Targeted	2
	# of Months – Budgeted	12	
	# of Months – Targeted	12	
	# of 3-5 Year Old Children – Budgeted	30	
	# of 3-5 Year Old Children – Targeted	30	
	# of Months – Budgeted	9	
	# of Months – Targeted	9	
	# of Times Book Bags Sent Home per Month – Budgeted	2	
	# of Times Book Bags Sent Home per Month – Targeted	2	
	Notes		
ESSS Notes			
Home Visiting Program Operations	Start Date		07/01/2021
	End Date		06/30/2022
Book Bag Exchange Program Operations	Start Date		08/16/2021
	End Date		05/27/2022
	Frequency of Book Bag Exchange		Weekly



<p><b>Early Steps to School Success</b></p>	<p>Book Bag Exchange Program Operations</p>	<p>Please explain how the Book Bag Exchange Program will work at your Site</p>	<p>Tipton will continue to partner with the local Head Start program.</p>
<p><b>Budget Summary</b></p>	<p><i>In-School Literacy</i></p>	<p>SC Funded</p>	
		<p>Site Funded</p>	
		<p>Combined</p>	
	<p><i>Afterschool Literacy</i></p>	<p>SC Funded</p>	
		<p>Site Funded</p>	
		<p>Combined</p>	
	<p><i>Afterschool Healthy Choices</i></p>	<p>SC Funded</p>	
		<p>Site Funded</p>	
		<p>Combined</p>	
		<p>SC Funded</p>	<p>73167</p>
		<p>Site Funded</p>	<p>10000</p>
		<p>Combined</p>	<p>83167</p>
	<p><i>SummerBoost Camp</i></p>	<p>SC Funded</p>	
		<p>Camp Site Funded</p>	
		<p>Combined</p>	
		<p>SC Funded</p>	
		<p>Site Funded</p>	
		<p>Combined</p>	
	<p><i>Sponsorship</i></p>	<p>SC Funded</p>	
		<p>Site Funded</p>	
		<p>Combined</p>	
	<p><i>Community Engagement</i></p>	<p>SC Funded</p>	
		<p>Site Funded</p>	
		<p>Combined</p>	
	<p><i>Literacy Book</i></p>	<p>SC Funded</p>	
		<p>Site Funded</p>	
		<p>Combined</p>	
		<p>SC Funded</p>	<p>73167</p>
		<p>Site Funded</p>	<p>10000</p>
		<p>Combined</p>	<p>83167</p>
	<p><i>Total Site</i></p>	<p>SC Funded</p>	
		<p>Site Funded</p>	
		<p>Combined</p>	
	<p><i>21st Century Information</i></p>	<p>Funded by 21st Century Grant?</p>	<p>No</p>
<p><b>Site Classifications</b></p>		<p>Did Save the Children contribute to the writing of the grant?</p>	



Site Classifications	21st Century Information	Did Save the Children apply as the lead recipient?	
	KinderBoost	Is this Site planning to implement KinderBoost for the program year?	No
	Plan Codes	Plan Sub-Award Analysis Code	999003313
	Signers	Authorized Signer	Stacey Bettencourt

PY22

	Save The Children	School Population	521			
Site	Tipton Elementary	estimated daily attendance	In School	After School	Summer Program	ESSS
Fiscal	Tipton Elementary School District		0	0	0	50
State	CA	Cost per child	#DIV/0!	#DIV/0!	#DIV/0!	\$1,663.34
Period From:	7/1/2021					
Period To:	6/30/2022					

I.

Partner Budget						
	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance	
<b>In School</b>						
<b>Personnel Cost</b>						
Certified Staff	\$0.00	\$0.00	\$0.00			
Classified Staff	\$0.00	\$0.00	\$0.00			
Fringe	\$0.00	\$0.00	\$0.00			
<b>Total In School Personnel Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			
<b>Program Cost</b>						
Books	\$0.00	\$0.00	\$0.00			
Materials and Equipment	\$0.00	\$0.00	\$0.00			
Training and Travel and Other	\$0.00	\$0.00	\$0.00			
<b>Total In School Program Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			
<b>Total In School Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>
<b>After School Literacy</b>						
<b>Personnel Cost</b>						
Certified Staff	\$0.00	\$0.00	\$0.00			
Classified Staff	\$0.00	\$0.00	\$0.00			
Fringe	\$0.00	\$0.00	\$0.00			
<b>Total After School Literacy Personnel Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			
<b>Program Cost</b>						
Books	\$0.00	\$0.00	\$0.00			
Materials and Equipment	\$0.00	\$0.00	\$0.00			
Training, Travel, and Transportation and Other	\$0.00	\$0.00	\$0.00			
<b>Total After School Literacy Program Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			
<b>Total After School Literacy Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>
<b>After School Healthy Choices</b>						
<b>Personnel Cost</b>						
Certified Staff	\$0.00	\$0.00	\$0.00			
Classified Staff	\$0.00	\$0.00	\$0.00			
Fringe	\$0.00	\$0.00	\$0.00			
<b>Total After School Healthy Choices Personnel Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			
<b>Program Cost</b>						
Materials and Equipment	\$0.00	\$0.00	\$0.00			
Training and Travel and Other	\$0.00	\$0.00	\$0.00			
<b>Total After School Healthy Choices Program Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			
<b>Total After School Healthy Choices Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>
<b>Summer</b>						
<b>Personnel Cost</b>						
Certified Staff	\$0.00	\$0.00	\$0.00			
Classified Staff	\$0.00	\$0.00	\$0.00			
Fringe	\$0.00	\$0.00	\$0.00			
<b>Total Summer Personnel Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			
<b>Program Cost</b>						
Materials and Equipment	\$0.00	\$0.00	\$0.00			
Training and Travel and Other	\$0.00	\$0.00	\$0.00			
<b>Total Summer Program Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			
<b>Total Summer Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>			<b>\$0.00</b>
<b>ESSS</b>						
<b>Personnel Cost</b>						
Certified Staff	\$0.00	\$0.00	\$0.00			
Classified Staff	\$44,532.80	\$39,302.80	\$5,230.00	General Fund		
Fringe	\$32,954.27	\$29,084.07	\$3,870.20	General Fund		
<b>Total ESSS Personnel Cost</b>	<b>\$77,487.07</b>	<b>\$68,386.87</b>	<b>\$9,100.20</b>			

<b>Program Cost</b>					
Books	\$400.00	\$0.00	\$400.00	General Fund	
Materials and Equipment	\$4,000.00	\$3,500.00	\$500.00	General Fund	
Training and Travel and Other	\$1,280.00	\$1,280.00	\$0.00		
<b>Total ESSS Program Cost</b>	<b>\$5,680.00</b>	<b>\$4,780.00</b>	<b>\$900.00</b>		
<b>Total ESSS Cost</b>	<b>\$83,167.07</b>	<b>\$73,166.87</b>	<b>\$10,000.20</b>		<b>\$0.00</b>
<b>Sponsorship</b>	<b>Total Budget</b>	<b>STC</b>	<b>Cost Share</b>	<b>Cost Share Source of Funds</b>	<b>Variance</b>
<b>Personnel Cost</b>					
Certified Staff	\$0.00	\$0.00	\$0.00		
Classified Staff	\$0.00	\$0.00	\$0.00		
Fringe	\$0.00	\$0.00	\$0.00		
<b>Total Sponsorship Personnel Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		
<b>Program Cost</b>					
Materials and Equipment	\$0.00	\$0.00	\$0.00		
Training and Travel	\$0.00	\$0.00	\$0.00		
<b>Total Sponsorship Program Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		
<b>Total Sponsorship Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		<b>\$0.00</b>
<b>Vroom/ 3-5</b>	<b>Total Budget</b>	<b>STC</b>	<b>Cost Share</b>	<b>Cost Share Source of Funds</b>	<b>Variance</b>
<b>Personnel Cost</b>					
Certified Staff	\$0.00	\$0.00	\$0.00		
Classified Staff	\$0.00	\$0.00	\$0.00		
Fringe	\$0.00	\$0.00	\$0.00		
<b>Total Vroom/ 3-5 Personnel Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		
<b>Program Cost</b>					
Materials and Equipment	\$0.00	\$0.00	\$0.00		
Training and Travel and Other	\$0.00	\$0.00	\$0.00		
<b>Total Vroom/ 3-5 Program Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		
<b>Total Vroom/ 3-5 Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		<b>\$0.00</b>
<b>Community Engagement</b>	<b>Total Budget</b>	<b>STC</b>	<b>Cost Share</b>	<b>Cost Share Source of Funds</b>	<b>Variance</b>
<b>Personnel Cost</b>					
Certified Staff	\$0.00	\$0.00	\$0.00		
Classified Staff	\$0.00	\$0.00	\$0.00		
Fringe	\$0.00	\$0.00	\$0.00		
<b>Total Community Engagement Personnel Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		
<b>Program Cost</b>					
Materials and Equipment	\$0.00	\$0.00	\$0.00		
Training and Travel and Other	\$0.00	\$0.00	\$0.00		
<b>Total Community Engagement Program Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		
<b>Total Community Engagement Cost</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		<b>\$0.00</b>
<b>Total Budget</b>	<b>\$83,167</b>	<b>\$73,167</b>	<b>\$10,000</b>		<b>\$0.00</b>

**Budget Narrative**

The following budget narrative describes the total funds necessary  
to support programs at Tipton Elementary  
by Tipton Elementary School District over the period of  
7/1/2021 through 6/30/2022

<b>I. IN-SCHOOL</b>							
<b>Certified Staff</b>		#	%	annual salary	<i>Save the Children:</i>	<i>Cost Share:</i>	
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-	\$ -
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-	<input type="text"/>
		#	per hour	# hours/ day	# days/ year		
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-
<b>Total Certified Staff:</b>					\$	-	\$ -
<b>Classified staff:</b>		#	%	annual salary	<i>Save the Children:</i>	<i>Cost Share:</i>	
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-	\$ -
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-	<input type="text"/>
		#	per hour	# hours/ day	# days/ year		
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-
<b>Total Classified Staff:</b>					\$	-	\$ -
<b>Fringe:</b>		%	Total Salaries	Cost Share Salaries	<i>Save the Children:</i>	<i>Cost Share:</i>	
Certified Staff	@	<input type="text"/>	\$ -	\$ -	\$	-	\$ -
Classified Staff	@	<input type="text"/>	\$ -	\$ -	\$	-	\$ -
<b>Total Fringe:</b>					\$	-	\$ -
<b>Books</b>			Total Cost	<i>Save the Children:</i>	<i>Cost Share:</i>		
<input type="text"/>			<input type="text"/>	\$	-	<input type="text"/>	
<input type="text"/>			<input type="text"/>	\$	-	<input type="text"/>	
<b>Total Books</b>				\$	-	\$ -	
<b>Materials and Equipment</b>			Total Cost	<i>Save the Children:</i>	<i>Cost Share:</i>		
Office Supplies			<input type="text"/>	\$	-	<input type="text"/>	
<input type="text"/>			<input type="text"/>	\$	-	<input type="text"/>	
Technology			<input type="text"/>	\$	-	<input type="text"/>	
<input type="text"/>			<input type="text"/>	\$	-	<input type="text"/>	
<b>Total Materials</b>				\$	-	\$ -	
<b>Training and Travel</b>		#	Cost per mile	Total miles/ mo	# months	<i>Save the Children:</i>	<i>Cost Share:</i>
Mileage	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-
Other		#	Cost	<input type="text"/>	<input type="text"/>	\$	-
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	-
<b>Total Travel</b>				\$	-	\$ -	
<b>Other</b>		Other Costs - if approved	Direct Total	%	Total Cost	<i>Save the Children:</i>	<i>Cost Share:</i>
<input type="text"/>		<input type="text"/>	\$ -	<input type="text"/>	\$ -	\$	-
<b>Total Other</b>					\$	-	\$ -

	<b>Save the Children:</b>	<b>Cost Share:</b>
<b>TOTAL IN-SCHOOL</b>	\$ -	\$ -

**II. AFTER-SCHOOL Literacy**

<b>Certified Staff</b>			#	%	annual salary	<i>Save the Children:</i>	<i>Cost Share:</i>
	@					\$ -	\$ -
	@					\$ -	\$ -
		#	per hour	# hours/ day	# days/ year		
	@					\$ -	\$ -
	@					\$ -	\$ -
<b>Total Certified Staff:</b>						\$ -	\$ -

<b>Classified staff:</b>			#	%	annual salary	<i>Save the Children:</i>	<i>Cost Share:</i>
	@					\$ -	\$ -
	@					\$ -	\$ -
		#	per hour	# hours/ day	# days/ year		
	@					\$ -	\$ -
	@					\$ -	\$ -
	@					\$ -	\$ -
<b>Total Classified Staff:</b>						\$ -	\$ -

<b>Fringe:</b>		%	Total Salaries	Cost Share Salaries	<i>Save the Children:</i>	<i>Cost Share:</i>
Certified Staff	@		\$ -	\$ -	\$ -	\$ -
Classified Staff	@		\$ -	\$ -	\$ -	\$ -
<b>Total Fringe:</b>					\$ -	\$ -

<b>Books</b>	#	Total Cost	<i>Save the Children:</i>	<i>Cost Share:</i>
			\$ -	\$ -
			\$ -	\$ -
<b>Total Books</b>			\$ -	\$ -

<b>Materials and Equipment</b>		Total Cost	<i>Save the Children:</i>	<i>Cost Share:</i>
<b>Materials and Supplies</b>			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>Technology</b>			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>Total Materials</b>			\$ -	\$ -

<b>Training, Travel, and Transportation</b>					<i>Save the Children:</i>	<i>Cost Share:</i>
<b>Training and Travel</b>						
<b>Mileage</b>		#	Cost per mile	Total miles/ mo	# months	
	@					\$ -
	@					\$ -
<b>Other</b>		#	Cost			
						\$ -
						\$ -
<b>Transportation</b>						
<b>Fuel Cost</b>		# buses	Cost/ mi	Total miles/ mo	# months	
						\$ -
						\$ -
<b>OR</b>	<b>Gas Vouchers</b>		Cost/ Voucher	# students/ wk	# weeks	
						\$ -



				\$	-	
	<b>Total Travel</b>			\$	-	\$ -
<b>Other</b>	Other Costs - if approved	Direct Total	%	Total Cost	<i>Save the Children:</i>	<i>Cost Share:</i>
		\$ -		\$ -	\$ -	
	<b>Total Other</b>			\$	-	\$ -
					<i>Save the Children:</i>	<i>Cost Share:</i>
	<b>TOTAL AFTER-SCHOOL</b>			\$	-	\$ -

**III. AFTER-SCHOOL Healthy Choices**

**Certified Staff**

	#	%	annual salary		<i>Save the Children:</i>	<i>Cost Share:</i>
	@				\$ -	\$ -
	@				\$ -	
	#	per hour	# hours/ day	# days/ year		
	@				\$ -	
	@				\$ -	
<b>Total Certified Staff:</b>					\$ -	\$ -

**Classified staff:**

	#	%	annual salary		<i>Save the Children:</i>	<i>Cost Share:</i>
	@				\$ -	\$ -
	@				\$ -	
	#	per hour	# hours/ day	# days/ year		
	@				\$ -	
	@				\$ -	
<b>Total Classified Staff:</b>					\$ -	\$ -

**Fringe:**

		%	Total Salaries	Cost Share Salaries	<i>Save the Children:</i>	<i>Cost Share:</i>
Certified Staff	@		\$ -	\$ -	\$ -	\$ -
Classified Staff	@		\$ -	\$ -	\$ -	\$ -
<b>Total Fringe:</b>					\$ -	\$ -

**Materials and Equipment**

Materials and Supplies	Total Cost	<i>Save the Children:</i>	<i>Cost Share:</i>
		\$ -	
		\$ -	
Snacks	# kids	Cost/ child/ day	# Days
Technology		\$ -	
		\$ -	
		\$ -	
<b>Total Materials</b>		\$ -	\$ -

**Training and Travel**

Training and Travel		#	Cost per mile	Total miles/ mo	# months	<i>Save the Children:</i>	<i>Cost Share:</i>
Mileage	@					\$ -	
	@					\$ -	
Other		#	Cost				
						\$ -	
						\$ -	
<b>Total Travel</b>						\$ -	\$ -

**Other**

Other Costs - if approved	Direct Total	%	Total Cost	<i>Save the Children:</i>	<i>Cost Share:</i>
	\$ -		\$ -	\$ -	
<b>Total Other</b>				\$ -	\$ -

	<b>Save the Children:</b>	<b>Cost Share:</b>
<b>TOTAL AFTER SCHOOL Healthy Choice</b>	\$ -	\$ -

**IV. SUMMER**

**SUMMER BOOST**

**Certified Staff**

	#	%	annual salary	Save the Children:	Cost Share:
<input type="text"/> @	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -
<input type="text"/> @	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -
	#	per hour	# hours/ day	# days/ year	
<input type="text"/> @	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -
<input type="text"/> @	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -
<b>Total Certified Staff:</b>				\$ -	\$ -

**Classified staff:**

	#	%	annual salary	Save the Children:	Cost Share:
<input type="text"/> @	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -
<input type="text"/> @	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -
	#	per hour	# hours/ day	# days/ year	
<input type="text"/> @	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -
<input type="text"/> @	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -
<input type="text"/> @	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -
<input type="text"/> @	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -
<b>Total Classified Staff:</b>				\$ -	\$ -

**Fringe:**

	%	Total Salaries	Cost Share Salaries	Save the Children:	Cost Share:
Certified Staff @	<input type="text"/>	\$ -	\$ -	\$ -	\$ -
Classified Staff @	<input type="text"/>	\$ -	\$ -	\$ -	\$ -
<b>Total Fringe:</b>				\$ -	\$ -

**Materials and Equipment**

Materials and Supplies	Total Cost	Save the Children:	Cost Share:
<input type="text"/>	<input type="text"/>	\$ -	\$ -
<input type="text"/>	<input type="text"/>	\$ -	\$ -
<b>Total Materials</b>		\$ -	\$ -

**Training and Travel**

Training and Travel					Save the Children:	Cost Share:
Mileage	#	Cost per mile	Total miles/ mo	# months		
<input type="text"/> @	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -
<input type="text"/> @	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -
Other	#	Cost				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -

**Transportation**

Fuel Cost	# buses	Cost/ mi	Total miles/ mo	# months	Save the Children:	Cost Share:
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -

OR

Gas Vouchers	Cost/ Voucher	# students/ wk	# weeks	Save the Children:	Cost Share:
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -
<b>Total Travel</b>				\$ -	\$ -
<b>Total Summerboost</b>				\$ -	\$ -

**KINDER BOOST**

**Certified staff:**

	#	%	annual salary	Save the Children:	Cost Share:
<input type="text"/> @	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -

	@				\$	-	
	@	#	per hour	# hours/ day	# days/ year		
	@				\$	-	\$ -
	@				\$	-	
	@				\$	-	

**Total Certified Staff:** \$ - \$ -

<b>Classified staff:</b>		#	%	annual salary	<i>Save the Children:</i>	<i>Cost Share:</i>
	@				\$	\$ -
	@				\$	

	@	#	per hour	# hours/ day	# days/ year	\$	-	\$ -
	@					\$	-	
	@					\$	-	

**Total Classified Staff:** \$ - \$ -

<b>Fringe:</b>		%	Total Salaries	Cost Share Salaries	<i>Save the Children:</i>	<i>Cost Share:</i>
Certified Staff	@		\$ -	\$ -	\$	\$ -
Classified Staff	@		\$ -	\$ -	\$	\$ -

**Total Fringe:** \$ - \$ -

<b>Materials and Equipment</b>					<i>Save the Children:</i>	<i>Cost Share:</i>
Materials and Supplies				Total Cost	\$	

					\$	-	
					\$	-	
					\$	-	
					\$	-	

**Total Materials:** \$ - \$ -

<b>Training and Travel</b>						
Training and Travel						

Mileage	@	#	Cost per mile	Total miles/ mo	# months	<i>Save the Children:</i>	<i>Cost Share:</i>
	@					\$	

Other		#	Cost			\$	-	
						\$	-	

Transportation		#	Cost/ mi	Total miles/ mo	# months	\$	-	
						\$	-	

<b>OR:</b>	Gas Vouchers	Cost/ Voucher	# students/ wk	# weeks	\$	-	
					\$	-	

**Total Travel:** \$ - \$ -

**Total Kinderboost:** \$ - \$ -

<b>Other</b>	Other Costs - if approved	Direct Total	%	Total Cost	<i>Save the Children:</i>	<i>Cost Share:</i>
		\$ -		\$ -	\$	\$ -

**Total Other:** \$ - \$ -

**TOTAL SUMMER:** \$ - \$ -

Certified staff:				#	%	annual salary	Save the Children:	Cost Share:
	@						\$ -	\$ -
	@						\$ -	\$ -
				#	per hour	# hours/ day	# days/ year	
	@						\$ -	\$ -
	@						\$ -	\$ -
<b>Total Certified Staff:</b>							\$ -	\$ -

Classified staff:				#	%	annual salary	Save the Children:	Cost Share:
Early Childhood Coordinator	@	1	100%	\$ 44,532.80			\$ 39,302.80	\$ 5,230.00
	@						\$ -	\$ -
				#	per hour	# hours/ day	# days/ year	
	@						\$ -	\$ -
	@						\$ -	\$ -
<b>Total Classified Staff:</b>							\$ 39,302.80	\$ 5,230.00

Fringe:		%	Total Salaries	Cost Share Salaries	Save the Children:	Cost Share:
Certified Staff	@		\$0.00	\$ -	\$ -	\$ -
Classified Staff	@	74%	\$39,302.80	\$ 5,230.00	\$ 29,084.07	\$ 3,870.20
<b>Total Fringe:</b>					\$ 29,084.07	\$ 3,870.20

Books		Total Cost	Save the Children:	Cost Share:
BBX Replacement Books		\$ 400.00	\$ -	\$ 400.00
			\$ -	\$ -
<b>Total Books</b>			\$ -	\$ 400.00

Materials and Equipment		Total Cost	Save the Children:	Cost Share:
Materials and Supplies				
PPVT & PLS Testing, Parent-Child Groups, Transition Activities, Home		\$ 1,700.00	\$ 1,700.00	
Remote Learning Material Kits for Prenatal and Children 0 to 5 years		\$ 1,000.00	\$ 500.00	\$ 500.00
PY22 Summer Reading Challenge Incentives		\$ 1,000.00	\$ 1,000.00	
Technology				
Cell Phone Reimbursement while remote home visiting up to \$50 x 6		\$ 300.00	\$ 300.00	
			\$ -	\$ -
<b>Total Materials</b>			\$ 3,500.00	\$ 500.00

Training, Travel, and Transportation				#	Cost per mile	Total miles/ mo	# months	Save the Children:	Cost Share:
Training and Travel									
Mileage									
Home Visit Mileage Reimbursement	@	1	\$ 0.56	100	10		\$ 560.00		
Travel to Cluster Meetings, Annual PLG, GIK pick-up and other ESSS related work travel	@	1	\$ 0.56	100	10		\$ 560.00		
Other				#	Cost				
Travel Training Meals Reimbursement (up to 4 meals)				4	\$ 15.00		\$ 60.00		
Professional Development: Work-Related Early				1	\$ 100.00		\$ 100.00		
<b>Total Travel</b>								\$ 1,280.00	\$ -

Other		Direct Total	%	Total Cost	Save the Children:	Cost Share:
Other Costs - if approved		\$ 73,166.87		\$ -	\$ -	\$ -
<b>Total Other</b>					\$ -	\$ -

<b>TOTAL ESSS</b>		<b>\$ 73,166.87</b>	<b>\$ 10,000.20</b>
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**VI. Sponsorship**

Certified staff:		#	%	annual salary	Save the Children:	Cost Share:
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	<input type="text"/>
		#	per hour	# hours/ day	# days/ year	
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -
<b>Total Certified Staff:</b>					\$ -	\$ -

Classified staff:		#	%	annual salary	Save the Children:	Cost Share:
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	<input type="text"/>
		#	per hour	# hours/ day	# days/ year	
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -
<b>Total Classified Staff:</b>					\$ -	\$ -

Fringe:		%	Total Salaries	Cost Share Salaries	Save the Children:	Cost Share:
Certified Staff	@	<input type="text"/>	\$ -	\$ -	\$ -	\$ -
Classified Staff	@	<input type="text"/>	\$ -	\$ -	\$ -	\$ -
<b>Total Fringe:</b>					\$ -	\$ -

Materials and Equipment		Total Cost	Save the Children:	Cost Share:
Materials and Supplies		<input type="text"/>	\$ -	<input type="text"/>
<input type="text"/>		<input type="text"/>	\$ -	<input type="text"/>
Technology		<input type="text"/>	\$ -	<input type="text"/>
<input type="text"/>		<input type="text"/>	\$ -	<input type="text"/>
<b>Total Materials</b>			\$ -	\$ -

Training, Travel, and Transportation		#	Cost per mile	Total miles/ mo	# months	Save the Children:	Cost Share:
Training and Travel							
Mileage	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	<input type="text"/>
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	<input type="text"/>
Other		#	Cost				
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	<input type="text"/>
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	<input type="text"/>
<b>Total Travel</b>						\$ -	\$ -

	Save the Children:	Cost Share:
<b>TOTAL Sponsorship</b>	\$ -	\$ -

**VI. Vroom / 3-5**

Certified staff:		#	%	annual salary	Save the Children:	Cost Share:
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	<input type="text"/>
		#	per hour	# hours/ day	# days/ year	
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -
<b>Total Certified Staff:</b>					\$ -	\$ -

Classified staff:		#	%	annual salary	Save the Children:	Cost Share:
<input type="text"/>	@	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ -	\$ -

	@				\$	-	
	@	#	per hour	# hours/ day	# days/ year	\$	-
	@				\$	-	
	@				\$	-	
<b>Total Classified Staff:</b>						\$	- \$ -

<b>Fringe:</b>		%	Total Salaries	Cost Share Salaries	Save the Children:	Cost Share:	
Certified Staff	@		\$ -	\$ -	\$ -	\$ -	
Classified Staff	@		\$ -	\$ -	\$ -	\$ -	
<b>Total Fringe:</b>						\$	- \$ -

**Materials and Equipment**

Materials and Supplies		Total Cost	Save the Children:	Cost Share:
			\$ -	
			\$ -	
Technology			\$ -	
			\$ -	
<b>Total Materials</b>			\$	- \$ -

**Training and Travel**

Training and Travel						Save the Children:	Cost Share:
Mileage	#	Cost per mile	Total miles/ mo	# months			
	@				\$	-	
	@				\$	-	
Other		#	Cost		\$	-	
			\$ -		\$	-	
			\$ -		\$	-	
<b>Total Travel</b>						\$	- \$ -

**Other**

Other Costs - if approved	Direct Total	%	Total Cost	Save the Children:	Cost Share:		
	\$ -		\$ -	\$ -	\$ -		
<b>Total Other</b>						\$	- \$ -

				Save the Children:	Cost Share:
<b>TOTAL Vroom / 3-5</b>				\$	- \$ -

**VII. Community Engagement**

<b>Certified staff:</b>		#	%	annual salary	Save the Children:	Cost Share:	
	@				\$	- \$ -	
	@				\$	- \$ -	
	@	#	per hour	# hours/ day	# days/ year	\$ -	
	@				\$	- \$ -	
<b>Total Certified Staff:</b>						\$	- \$ -

<b>Classified staff:</b>		#	%	annual salary	Save the Children:	Cost Share:	
	@			(4200 per site)	\$	- \$ -	
	@			(7280 per site)	\$	- \$ -	
	@	#	per hour	# hours/ day	# days/ year	\$ -	
	@				\$	- \$ -	
<b>Total Classified Staff:</b>						\$	- \$ -

<b>Fringe:</b>		%	Total Salaries	Cost Share Salaries	Save the Children:	Cost Share:
Certified Staff	@		\$ -	\$ -	\$ -	\$ -

Classified Staff	@	25%	\$	-	\$	-	\$	-	\$	-
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<b>Total Fringe:</b>							\$	-	\$	-
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**Materials and Equipment**

Materials and Supplies	Cost/ site	# sites	Save the Children:	Cost Share:
			\$	-
			\$	-

Technology			Save the Children:	Cost Share:
			\$	-
			\$	-

<b>Total Materials</b>			\$	-	\$	-
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**Training and Travel**

Training and Travel		#	Cost per mile	Total miles/ mo	# months	Save the Children:	Cost Share:
Mileage	@					\$	-
	@					\$	-

Other	#	Cost	Save the Children:	Cost Share:
			\$	-
			\$	-

<b>Total Travel</b>			\$	-	\$	-
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**Other**

Other Costs - if approved	Direct Total	%	Total Cost	Save the Children:	Cost Share:
	\$	-	\$	-	

<b>Total Other</b>			\$	-	\$	-
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			<b>Save the Children:</b>	<b>Cost Share:</b>		
<b>TOTAL Community Engagement</b>			\$	-	\$	-

			<b>Save the Children:</b>	<b>Cost Share:</b>
<b>TOTAL Budget</b>			\$73,166.87	\$10,000.20



Policies and Procedures Reference No.	CS-01.6
Policy Title	Policy on Child Safeguarding (“Child Safeguarding Policy” or CSP)
Category	Big 9 Policies
Author	Sr. Director of Child Safeguarding, SCUS
Vice President with Oversight	Vice President, Human Resources
Approver	Senior Management Team
Purpose and Description	This policy and related procedures describe Save the Children’s commitment to child safeguarding. The purpose of the policy is to ensure that Save the Children is safe for children by promoting awareness and prevention to mitigate the <i>risk of</i> or <i>actual</i> harm that may come to children by representatives across all programming, operations, campaigns, and activities.
Compliance Requirement	<input type="checkbox"/> Statute: <input type="checkbox"/> Regulation: <input checked="" type="checkbox"/> Industry Standards: <input type="checkbox"/> Not Applicable
Audience	<input checked="" type="checkbox"/> SCUS <input checked="" type="checkbox"/> All Head Start <input checked="" type="checkbox"/> SCAN <input checked="" type="checkbox"/> Sub-awardees, partners, vendors, suppliers, consultants and others with whom we provide assets in exchange for services or products (collectively, “Partners”)
Effective date	10/01/2020
Revision date	07/01/2022
Retirement Rationale	N/A



## DEFINITION & ACRONYMS

<b>Child or Children<sup>1</sup></b>	Anyone under 18 years of age.
<b>Child Abuse</b>	Anything which individuals, institutions or processes do or fail to do which directly or indirectly harms children or damages their prospect of safe and healthy development into adulthood. The main categories of Child Abuse are Physical Abuse, Emotional Abuse, Neglect/Negligent Treatment, Sexual Exploitation & Abuse and Exploitation.
<b>Child Data</b>	Paper or electronic information containing Personally Identifiable Information ( <b>PII</b> ) collected for our programmatic or operational purposes. PII is considered confidential and includes sensitive or protected categories, such as health information.
<b>Child Protection</b>	<i>Child protection</i> is making the world safe for children. It is our programmatic area of work aimed at protecting children from all forms of abuse and exploitation in all regions of the world. Child Protection responses are macro-level in scale and involve holistic approaches to meet the social and legal protection needs of children and their families within vulnerable communities.
<b>Child Safeguarding</b>	The set of policies, procedures and practices that we employ to ensure that Save the Children is a child safe organization.  <i>Child Safeguarding</i> about is making Save the Children <i>safe</i> for children. It involves our collective and individual responsibility and preventative actions to ensure that all children are protected from deliberate or unintentional acts that lead to the <i>risk of or actual</i> harm by Save the Children staff, representatives and third parties, who come into contact with children or impact them through our development interventions, humanitarian responses and operations. This includes our direct program implementation, work through partners and management of children’s personal data.
<b>Child Welfare</b>	Child Welfare is making the community safe for children. It includes claims of child abuse that happen <i>external</i> to Save the Children <i>and/or</i> that are required by law or local norms to be reported to local authorities, which may include familial, communal or institutional child abuse allegations.
<b>Emotional Abuse</b>	Harm to a child’s emotional, intellectual, mental or psychological development. This may occur as an isolated event or on an ongoing basis. Emotional abuse includes but is not limited to any humiliating or degrading treatment (e.g., bad name-calling; threats; yelling, screaming, or cursing at; teasing; constant criticism; belittling; persistent shaming; etc.), failure to meet a child’s emotional needs, and rejecting, ignoring, terrorizing, isolating or confining a child.
<b>Exploitation<sup>2</sup></b>	The actual or attempted abuse of a position of vulnerability, power differential, or trust for the benefit of the individual leveraging their position, power, privilege, or wealth (through enticement, manipulation, coercion or trickery) to engage a child in labor, domestic servitude,

<sup>1</sup> “Child or Children” is not qualified only as a beneficiary child; rather, this term is inclusive of all persons under the age of 18.

<sup>2</sup> Exploitation of anyone benefitting from Save the Children programs or activities is a violation of the Code of Conduct.

	<p>forced criminality, soldiering or organ harvesting. Typically, the person(s) exploiting a child does so in order to profit monetarily, socially, or politically. It can happen to one or a group of a children, in the community of origin, outside of the community, or internationally. The exploitation of a child may include but is not limited to:</p> <ul style="list-style-type: none"> <li>▪ domestic servitude (e.g., cleaning, childcare, cooking, etc.)</li> <li>▪ forced labor (commonly in factories or agriculture)</li> <li>▪ forced criminal activities such as pickpocketing, begging, transporting drugs, manufacturing drugs, selling pirated merchandise</li> <li>▪ used for benefit fraud</li> <li>▪ forced to become a child soldiers or join a gang</li> </ul>
<b>Grooming</b>	<p>is the process in which an adult builds a relationship with a child or the child's caretaker to gain the child's or the caretaker's trust for the purposes of sexually abusing and/or exploiting the child. Grooming typically occurs in phases, and it can happen online or face to face, by a stranger or by someone the child or caretaker knows. Since it is a gradual process, it can sometimes be difficult to detect. Here are a few indicators that an adult <i>may be</i> grooming a child or his/her caretaker:</p> <ol style="list-style-type: none"> <li>a. Favoring the child over others</li> <li>b. Providing the child with rewards or privileges</li> <li>c. Isolating the child from others</li> <li>d. Expressing interest in a child who is particular vulnerable or in need of support (e.g., previous abuse of the child by another)</li> <li>e. Befriending the parents or caretakers who are responsible to protect the child</li> <li>f. Providing the child with alcohol or drugs</li> <li>g. Building intimacy (i.e., having inside jokes or telling the child that nobody understands him/her like the groomer does)</li> <li>h. Threatening, blackmailing, intimidating, or scaring a child by saying the groomer will do something to the child's family or friends</li> </ol>
<b>Guest</b>	<p>Any non-employee, non-representative invited into Save the Children to visit programs or partake in an event or activity sponsored by Save the Children.</p>
<b>Neglect/Negligent Treatment</b>	<p>The failure to meet a child's basic physical and/or psychological needs either deliberately or through negligence. Neglect includes but is not limited to failing to provide adequate food, sufficient or seasonally-appropriate clothing and/or shelter; failing to prevent harm; failing to ensure adequate supervision; failing to ensure access to appropriate medical care or treatment or providing inappropriate medical treatment (e.g., administering medication when not authorized); or failing to provide a safe physical environment (e.g., exposure to violence, unsafe programming location, unsafe sleeping practices, releasing a child to an unauthorized adult, access to weapons or harmful objects, failing to child-proof a space that children will occupy, etc.).</p>
<b>Personally Identifiable Information</b>	<p>Any information that can be used on its own or with other information to identify, contact, or locate a single person or to identify an individual in context.<sup>3</sup></p>

<sup>3</sup> PII definition can be found at:

[https://savechildrenusa.sharepoint.com/lc/Lists/Legal%20Resource%20Index/Attachments/145/Personally%20Identifiable%20Information%20\(PII\)%20Definition.pdf](https://savechildrenusa.sharepoint.com/lc/Lists/Legal%20Resource%20Index/Attachments/145/Personally%20Identifiable%20Information%20(PII)%20Definition.pdf)

<b>Physical Abuse</b>	Non-accidental use of physical force that inadvertently or deliberately causes a risk of or actual injury or suffering to a child. <i>Physical force</i> includes but is not limited to hitting, shaking, kicking, pinching, pushing/pulling, grabbing, burning, female genital mutilation, torture, and other physical acts. <i>Physical injury or suffering</i> may include but is not limited to bruises, marks, soft tissue swelling, hematomas, fractures, sprains, dislocation, burns, damage to organs, death, permanent disfigurement, and any other non-trivial injury.
<b>Public Communication</b>	Dialogue in the public sphere in order to deliver a message to a specific audience. Speaking events, newspaper editorials, advertisements, email and Social Media are a few forms of public communication. <sup>4</sup>
<b>Representative</b>	Employees, volunteers, interns, consultants, Board members, Partners and others who work with children on Save the Children’s behalf, visit Save the Children’s programs, or who have access to sensitive information about children in Save the Children’s programs.
<b>Sexual Exploitation &amp; Abuse (SEA)</b>	<p>All forms of sexual violence and coercion, sexual solicitation, manipulation or trickery including incest, early and forced marriage, rape, involvement in or exposure to indecent images/video (aka pornography), sexual slavery/trafficking, and statutory rape. Sexual abuse may include but is not limited to indecent touching or exposure, explicit sexual language towards or about a child and grooming. Sexual abuse does not always involve touching.</p> <p><i>Sexual Exploitation</i> is any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes including but not limited to profiting monetarily, socially or politically from the sexual exploitation of another. Be aware that technology is a tool sometimes used to sexually exploit a child.</p> <p>The sexual exploitation and abuse of children under the age of 18 is child abuse and a policy violation. It may also constitute a criminal offense, depending upon the age of consent, local laws and customs.<sup>5</sup></p>
<b>Social Media</b>	Forms of electronic communication/content used to share information, comments, messages, images, video and other content via a Social Network. <sup>6</sup>

**Save the Children has zero tolerance for Child Abuse.**

<sup>4</sup> Social Media Policy can be found at:

<https://savechildrenusa.sharepoint.com/hr/policylibrary/Documents/Social%20Media%20Policy.pdf#search=social%20media>

<sup>5</sup> Sexual Exploitation of anyone under 18 is a violation of this policy. Sexual exploitation of any beneficiary, irrespective of age, is a violation of our Code of Ethics.

<sup>6</sup> See Social Media Policy

## POLICIES<sup>7</sup>

### Policy Statement

Save the Children has been built on the fundamental belief that all children have the right to be protected from harm, abuse, and exploitation. As a child rights and social justice organization promoting the education, health, and protection of children, Save the Children works in some of the most complex contexts across the globe to deliver programs and activities to the world's most vulnerable children. In recognition of the special vulnerabilities of children, the Child Safeguarding policy, the [PSEA policy](#), and [Code of Ethics](#) serve as a trifecta of policies operationalizing Save the Children's values into behaviors to which all representatives are expected to conform. This collection of policies, along with their accompanying protocols and procedures, are the foundation for safer programming standards, which reflect Save the Children's commitment to first prevent harm and abuse, and then report and respond whenever concerns arise.

A culture of safety and accountability is essential for Save the Children to achieve its mission. Children are particularly vulnerable to abuse and exploitation. The inherent power differential between aid organizations and impacted communities heighten the risk of abuse and exploitation, and children's intersecting identities<sup>8</sup> are additional factors that can lead to an increase in harm. In acknowledgement of these vulnerabilities, Save the Children is committed to and accountable for creating and proactively maintaining operational and programming environments that aim to prevent and deter any actions and omissions by Save the Children representatives, whether deliberate or inadvertent, that place children at risk of any kind of harm or abuse.

Save the Children knows the importance of creating and maintaining a safe culture that is child-focused and community-driven through sustained and meaningful engagement with children, their families, communities, and Save the Children representatives. Save the Children recognizes that when special trust is exploited and standards for safeguarding children fail, immense damage is caused with long-term effects on the lives of children, their families, and communities, and undermine the credibility and reputation of our organization. Any violations of this policy will be treated as a serious infraction and will result in disciplinary action, up to and including termination, and any other available legal remedy.

Save the Children US (SCUS) ensures compliance with U.S. child protection laws, domestic and international child welfare legislation, or international standards, whichever affords greater protection. All representatives of SCUS are governed by this policy and the safeguarding policy of any hosting country to which they travel, including SCI and Member offices and programs sites. The requirements of this Child Safeguarding Policy are in addition to any other applicable legal requirements, including but not limited to donor requirements.

Save the Children strictly prohibits any sexual activity with an individual under the age of 18, regardless of the legal age of consent within the state or country in which the child lives, and/or the location where the offense occurs. In locations where a child cannot legally give informed consent to sexual activity, such activity with or without their consent will be treated as a serious infraction and will result in

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<sup>7</sup> SCI's Child Safeguarding Policy can be found at: <https://savechildrenusa.sharepoint.com/lc/Pages/ChildSafeguardingResources.aspx>

The Child Safeguarding Global Protocol can be found at: <https://savechildrenusa.sharepoint.com/lc/Pages/ChildSafeguardingResources.aspx>

<sup>8</sup> Intersecting identities may include but is not limited to age, ethnicity, race, tribal affiliation, gender, LGBTQI+ identity, socio-economic status, disability,



disciplinary action being taken, including termination, and the pursuit of any other available legal remedy.

Occurrences of “consensual” sexual activity with a child over the legal age of consent within the state or country in which the child lives and/or where the offense occurs, but below 18 years old, will be treated as an act of sexual exploitation & abuse. This is a serious infraction and will result in disciplinary action being taken, including termination, and the pursuit of any other available legal remedy.

Save the Children representatives must demonstrate the highest standards of behavior and conduct towards children, both in their private and professional lives, 24 hours a day and 7 days a week.

Save the Children has a zero-tolerance approach to child abuse by any of our representatives.

## COMMITMENT TO CHILDREN

The Global Child Safeguarding Protocol sets forth standards for all programs and activities across the Save the Children movement, underscoring our commitment to the four pillars of Child Safeguarding:

- I. **AWARENESS & TRAINING** All representatives receive training and contextualized support in order to prevent, report, and respond to safeguarding concerns. Representatives are made aware of the expectation to comply with this policy. Children and their families will be made aware of the standards of behavior they can expect from our representatives and of how they can raise a concern.
- II. **PREVENTION** Through awareness raising, implementation of procedures, and good practice, representatives demonstrate an understanding of the risks to children within and across programs and operations, and engage effective strategies to mitigate harm, abuse, and exploitation. Staff and managers will receive support to ensure that they create a safe, healthy environment where children’s rights are respected and child abuse is prevented.
- III. **REPORTING** All Save the Children representatives know how to report and who to contact when any concern arises, no matter how seemingly small or trivial.
- IV. **RESPONDING** Engage in action that supports and protects children, with a child-driven approach, to address concerns and ensure children’s well-being. Responding to concerns includes the institutional mandate to investigate all credible allegations of child abuse, harm, or safer programming violations. All representatives are required to cooperate with any subsequent investigation. Corrective measures, including any personnel or disciplinary action, will be taken to prevent the recurrence of such activity.

### 1. DISSEMINATION / AWARENESS RAISING

**1.1** Save the Children will ensure that the this policy, the PSEA Policy, the Code of Ethics, and reporting procedures are publicized, accessible, and made available to children, their caretakers, all staff & representatives, and all relevant third parties and stakeholders in a language and format they understand.

- 1.2 Children and their caretakers must be made aware of procedures for reporting concerns, complaints, or violations of this policy.
- 1.3 Implementing partners are responsible to take preventative measures to protect children involved in programming. All partners must be made aware of procedures for reporting concerns, complaints, or violations of this policy and its accompanying procedures.
- 1.4 Journalists, politicians, celebrities & talent promoting and making visible the programs we implement across the globe are responsible to protect children from harm. All such persons are required to receive and review this policy.
- 1.5 Guests<sup>9</sup> traveling to program sites with or on behalf of Save the Children are required to receive and review this policy.

## 2. RECRUITMENT AND SELECTION

- 2.1 *Safe Recruitment* means using recruitment processes that help keep children safe, including robust safety checking. Save the Children will only recruit representatives who are suited to work with children. Strict child-safe recruitment practices apply to all candidates, which include but are not limited to comprehensive background screening<sup>10</sup> in the jurisdictions where the individual has resided, thorough interviewing procedures, and robust reference checks.
- 2.2 The Child Safeguarding Policy is signed by all staff and is a binding commitment that the employee agrees and is committed to following all safeguarding policies and procedures, both in their professional and personal interactions with children.
- 2.3 Save the Children US will share and collaborate with other Save the Children entities, whether Save the Children International (SCI) or Members, to ensure that only persons fit to work with children are engaged in Save the Children activities, including anyone who may directly or indirectly pose a risk of harm to children.

## 3. BUILDING CHILD SAFEGUARDING INTO MANAGEMENT SYSTEMS AND PROCESSES

- 3.1 The safeguarding and well-being of children is Save the Children's top priority. Ensuring that operations, programs, research, monitoring & evaluation (M&E), campaigns, marketing & communications, and all other organizational activities are *safe* for children takes precedence over all other considerations.
- 3.2 Behaviors that exploit or pose a risk to children, or actually lead to child abuse, will not be tolerated. Within all divisions at Save the Children, any existing or new practices, processes and systems must incorporate the standards of this policy to ensure the rights of children are observed and risks are adequately mitigated.
- 3.3 This policy must be reflected in all processes that define or determine how staff and representatives carry out their work. This includes but is not limited to job descriptions, terms of reference, codes of ethics, performance management systems and disciplinary procedures. Failure to adhere to the standards and best practices of child safeguarding is recognized as a serious disciplinary breach and will result in proportionate personnel action.

<sup>9</sup> All guests, including sponsors, donors, and VIPs, must undergo a comprehensive background check or provide an alternative through their employer prior to a program visit.

<sup>10</sup> Background check policy can be found at:

<https://savechildrenusa.sharepoint.com/hr/policylibrary/Documents/Background%20Check%20and%20Employee%20Disclosure%20Policy.pdf#search=background%20check%20policy>

- 3.4 Every manager within Save the Children is responsible for understanding and communicating with their staff the functional responsibilities they hold to ensure that programs and operations are safe for children, mitigate foreseeable risks, and execute our duty of care across all contexts.
- 3.5 The cost of implementing the standards associated with this policy must be reflected in all operational & programmatic plans, budgets and funding proposals.

#### 4. RISK ASSESSMENT AND RISK MANAGEMENT

- 4.1 All project and program designs will integrate the principles of [Safer Programming](#). Risk assessments must be conducted for all business activities - from proposal through design and implementation up until exit - to ensure standards of child safeguarding are embedded. This includes activities carried out by Save the Children, contractors and partners.
- 4.2 Risk assessments must be performed for all activities delivered by Save the Children representatives for domestic programs and US international awards. Mitigating actions must be assigned to all risks identified, and such actions routinely monitored for the duration of implementation.
- 4.3 Risk assessments must be performed for all activities involving child participation, monitoring & evaluation, research, marketing (MCF), humanitarian responses, new business development, program development & implementation, information technology, policy, and other operational & campaigning activities otherwise not specified.
- 4.4 All activities must promote the safety, inclusion and equitable participation of all children across all of their intersecting identities, including but not limited to disability, racial & ethnic heritage, national status, tribal affiliations, religious beliefs, languages, gender or gender association, LGBTI+ identity and/or medical/physical conditions. All programs and activities shall be assessed to ensure consideration of such factors from its inception through delivery. This is not an exhaustive list. These aspects must be included in the Monitoring and Evaluation (MEL) frameworks for such activities.
- 4.5 Save the Children respects and upholds the right of children of all abilities to participate in program activities. Where children with disabilities participate in programs, all necessary accommodations will be made to ensure their inclusion and safety. To ensure accommodations for inclusion are properly met, children and their caretakers will be consulted on design and implementation of programming.
- 4.6 The design of activities includes participation from cross-cutting functions and thematic areas within the organization to ensure a holistic assessment of child safeguarding risk from inception through exit. Any learning identified will be used to improve the safety of all programs and emergency responses.
- 4.7 Engagement with children and their caretakers for the purposes of marketing, media/communications and advocacy must be done with [assent and informed consent](#) and must not exploit the child or their caretakers, nor increase their vulnerability or place them at risk.
- 4.8 Children have the right to control the narrative of their stories and to be represented with dignity and respect. The use of images or video of children and details about their lives for media, advocacy and other purposes, must never include images, video, or information that would allow a child or children to be identified, particularly by ensuring that a child's full name, specific location and image are never combined.
- 4.9 Save the Children strictly prohibits the acquisition and use of images or video depicting child abuse or exploitation.
- 4.10 Child participation will not be limited or restricted irrespective of the child's assent or their caretaker's consent to the fundraising, marketing, media and advocacy processes.



## 5. LEARNING AND DEVELOPMENT

5.1 Child Safeguarding training will be available and delivered to all staff, representatives and relevant staff of partner agencies. Training will include a review of the Child Safeguarding Policy, guidance on promoting a culture where children's rights are observed, how to identify potential harm to children, and how to report allegations and suspicions of abuse.

## 6. PARTNERS (INCLUDING SUB-GRANTEES)

6.1 The [Safe Partnership Framework](#) identifies core activities to ensure the integration of required child safeguarding practices.

6.2 All agreements with partners must include the requirements of this policy. If a partner elects to use its own policy, the partner policy must be of equal or higher standard for protecting and recognizing the rights of children.

6.3 All partner agreements must include language about safe recruiting, reporting suspected or known policy violations, and conducting risk assessments to ensure the safety of children during its programming activities.

6.4 Partners receiving funds from donors with relevant requirements must comply with those child safeguarding requirements.

## 7. INFORMATION AND COMMUNICATION TECHNOLOGIES

7.1 As Save the Children adopts more technologically advanced ways of working and utilizes information technologies and platforms to engage children, their caretakers, and communities, Save the Children will develop and continuously improve technically sound IT policies and practices to ensure adequate protection from online and technology-facilitated abuse and exploitation.

7.2 All Save the Children information systems will prohibit access to indecent material depicting children and pornography through the use of firewalls and/or other appropriate measures.

## 8. AUDIT AND REVIEW

8.1 Save the Children US will cooperate with all audits commissioned by the Save the Children Association (SCA) Board, Internal Audit, or other external stakeholders to monitor the level of compliance in implementing the standards as described in this policy.

## 9. ORGANISATION WIDE CHILD SAFEGUARDING POLICY

9.1 Save the Children US has a centralized reporting system (i.e., EthicsPoint, aka NavEx). The system is accessible to all representatives and children & families. Concerns can be raised via a telephone hotline or online. Concerns can be reported anonymously. Reporters' identities are protected and confidential to whatever extent possible, even if the reporter chooses to be identified.

9.2 Save the Children responds to all credible reports of child abuse and other forms of misconduct as reflected the Code of Ethics, Workplace Culture, PSEA, and Fraud policies. All Save the Children representatives are required to report concerns, suspicions, and known incidents - no matter how trivial the issue may seem.

✓ **By phone:** (844) 287-1892

✓ **Online:** [SavetheChildren.EthicsPoint.com](https://www.savethechildren.org/ethicspoint)

✓ **In person:** Speak with your manager or Child Safeguarding practitioner



- 9.3** All pertinent case information from initial report is managed within the central reporting system until the case is closed.
- 9.4** Save the Children US staff traveling to international programs are required to report concerns via [Datix](#) or to the local Safeguarding Focal Point. Upon return from travels, staff must inform the Save the Children US child safeguarding team of any concerns, suspicions, or known incidents that have been reported.

## **10. REPORTING PROCEDURE**

- 10.1** All representatives are institutionally mandated to report child safeguarding and child welfare concerns<sup>11</sup>. Leadership within local programs and operational sites are accountable for socializing reporting requirements and procedures for external (welfare) concerns with staff.
- 10.2** Save the Children has a duty to manage sensitive information in a respectful, professional manner that complies with the applicable law. Staff must keep all information about any suspected or reported incidents strictly confidential. Information may only be divulged to the Save the Children local or National [Child Safeguarding Focal Point](#) or [SCI focal points](#), Legal Department, Human Resources Business Advisor, and/or any other senior staff directly involved in the investigation, except as may be required by law. (In the case of incidents abroad/overseas, the relevant Country Office Director may be privy to such information.)

## **11. ROLES AND RESPONSIBILITIES FOR THE IMPLEMENTATION OF THE CHILD SAFEGUARDING POLICY**

- 11.1** The Chief Executive Officer (CEO) and Senior Leadership Team (SLT) are accountable for raising visibility to and compliance with the Child Safeguarding policy, including reporting of and responding to alleged policy violations.
- 11.2** Child Safeguarding Focal Points (CSFPs) are an integral part of the Save the Children child safeguarding framework. CSFPs are employees trained and appointed to support programs and operations in our continued effort to ensure that our organization is safe for children.
- 11.3** Staff selected for leadership, managerial, or supervisory positions are responsible for identifying preventative measures to mitigate risks that occur within our operations and programs and must report any concerns that arise.
- 11.4** The SLT is committed to taking all appropriate corrective actions. Disciplinary, legal or other applicable actions in response to any violation of this policy will be taken against any individual who has committed a child safeguarding violation and/or anyone who knew of such a violation and failed to act or report.

## **12. PRINCIPLES AND PRACTICE FOR RESPONDING TO ALLEGATIONS OF ABUSE OR SEXUAL EXPLOITATION**

- 12.1** Staff responding to allegations of child abuse, including sexual exploitation an abuse, must be trained and guided by the highest standards and practices within the sector to promote healthy reactions to the affected child(ren) and reduce the probability of creating or compounding harm. The best interests and safety of the child(ren) and witnesses must be paramount to any response undertaken in order to protect their safety, physical and psychological health and welfare, and to respect their rights to confidentiality, equality and access to justice.

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<sup>11</sup> Child welfare/protection concerns must be reported through the local/state mandated system. Such concerns do not require reporting to Save the Children via EthicsPoint/NavEx.

- 12.2** Investigations are survivor-centered and promote a child-driven and equitable process. Save the Children conducts investigations in accordance to established protocols by acting swiftly and effectively to an allegation and/or cooperating with any subsequent, external process of investigation.
- 12.3** Save the Children staff are required to cooperate and participate in any internal or external investigation and maintain the appropriate levels of confidentiality. Failure to avail oneself, destruction or withholding evidence, or refusal to cooperate with the investigation, will result in disciplinary action, up to and including termination.
- 12.4** In circumstances in which a representative resigns or otherwise leaves Save the Children employment or engagement, investigations must continue, and an investigative conclusion reached.

### **13. MANAGEMENT SYSTEMS TO RESPOND TO, MANAGE, AND LEARN FROM INCIDENTS**

- 13.1** Save the Children may deploy internally trained investigators or retain the services of an external investigator to manage an incident. Investigation reports include remedial steps and personnel actions to address the concern, and any long-term actions required to safeguard children and improve systems.
- 13.2** Save the Children provides after- and survivor-care for children who have been harmed or abused as a result of Save the Children operations or programs.

## **TRAINING REQUIREMENTS**

<b>Training Course</b>	<b>Frequency</b>	<b>Training moment</b>
Child Safeguarding Policy Foundations Training	Upon induction, and then every two years	Within 45 days of induction

## **MONITORING MECHANISMS**

<b>What are you monitoring?</b>	<b>Data source</b>	<b>Action Owner</b>	<b>Escalation levels</b>	<b>Frequency</b>
Relevant Trainings	Human Resources training tracker	Human Resources	Vice President who has oversight of the policies and	Annual

			procedures manuals.	
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## EXCEPTION APPROVAL PROCEDURE

Procedure/ Action	Action Owner
Exceptions to this policy requires written approval by the Vice President & General Counsel	Person seeking exception to policy
File and retain exception approval	Vice President & Chief Human Resources Officer

## VERSION CONTROL

Version number	Version Date	Revisions made
CS-01.6	October 1, 2020	Revisions of existing Child Safeguarding Policy
CS-01.5	February 1, 2019	Revision of existing Child Safeguarding Policy
CS-01.4	April 12, 2017	Updated Format
CS-01.3	July 25, 2016	Revision of existing Child Safety Policy

<b>Policies and Procedures Reference No.</b>	BIG 7.3
<b>Policy Title</b>	Code of Ethics & Business Conduct
<b>Category</b>	Big 9 Policies
<b>Author</b>	Human Resources
<b>Vice President with Oversight</b>	Vice President, Legal and Risk Services
<b>Approver</b>	Senior Management Team
<b>Purpose and Description</b>	<p>Save the Children’s Code of Ethics and Business Conduct requires our employees and other representatives of our organization conduct Agency activities honestly, with integrity and good judgment, in compliance with all applicable laws and regulations, and in the best interests of the Agency and the children, families and communities we serve. The Code also contains specific requirements addressing financial transactions, conflicts of interest, beneficiary safety, gifts and gratuities, and confidentiality.</p> <p>The Code of Conduct contains Save the Children’s expectation that those representing the organization will conduct themselves with honesty, integrity, and in compliance with all applicable legal and regulatory requirements.</p>
<b>Compliance Requirement</b>	<input type="checkbox"/> Statute: <input type="checkbox"/> Regulation: <input type="checkbox"/> Industry Standards: <input checked="" type="checkbox"/> Not Applicable
<b>Audience</b>	<input checked="" type="checkbox"/> SCUS <input checked="" type="checkbox"/> All Head Start <input checked="" type="checkbox"/> SCAN <input checked="" type="checkbox"/> Interns, Fellows and Volunteers <input checked="" type="checkbox"/> Board Members and Trustees <input checked="" type="checkbox"/> Employee’s Immediate Family Members

	<input checked="" type="checkbox"/> Sub-awardees, partners, vendors, suppliers, consultants and others with whom we provide assets in exchange for services or products (collectively, "Partners")
Effective date	01/01/06
Revision date	12/15/20
Retirement Rationale	N/A

## DEFINITION & ACRONYMS

None.

## **POLICIES**

### **Statement of Policy**

Trustees, officers, employees, volunteers and other representatives of Save the Children US will acquaint themselves with the legal and ethical standards of conduct and restrictions applicable to their duties and responsibilities and will conduct themselves accordingly. Save the Children US trustees, officers, employees, volunteers and consultants are expected to observe the additional standards of personal and business ethics and conduct specified in this Policy and to conduct themselves in a manner that will not be an embarrassment or detriment to Save the Children.

### **Introduction**

Save the Children's work is inspired by the vision of a world in which every child attains the right to survival, protection, development and participation. Our values – Accountability, Ambition, Collaboration, Creativity and Integrity – describe in broad terms the high standards to which we hold ourselves. We commonly identify ourselves as the world's leading independent organization for children.

When we act in a way that is consistent with our identity and standards, we build trust and strengthen our ability to deliver our mission for children successfully. When we fail to act according to our identity and standards, we risk the failure of our mission and damage to our reputation.

Building on our vision, identity and values, Save the Children US's Code of Ethics & Business Conduct represents our commitment to work for children with integrity, honesty and good judgment, and in the best interests of the Agency and the children, families and communities we serve. It requires that our conduct upholds the Agency's reputation, is respectful of the rights of others, and complies with all applicable laws, regulations and standards.

### **What's Inside?**

Our Code of Ethics & Business Conduct contains the following sections, which describe specific requirements for Save the Children representatives.

#### **Compliance with Law, Regulations and Standards**

#### **Financial Transactions/Records and Reports**

#### **Gifts and Gratuities**

#### **Conflicts of Interest**

#### **Beneficiary Safety and Protection Confidential and Proprietary Information**

#### **Reporting a Possible Violation**

Each section starts with a "statement of practice" that states what the policy is, followed by additional information to help you understand how to apply the policy in practice. Our Code will not address every situation you may come across, but in the sections below you will find guidelines meant to help you make decisions consistent with Save the Children's vision, identity, and values. If you have

questions about Save the Children's Code of Ethics & Business Conduct or would like guidance about a specific matter, speak to your supervisor or contact the Legal & Compliance, Finance, or Human Resources Departments for assistance.

## **I. Compliance with Law, Regulations and Standards**

**Statement of Practice:** Employees and representatives will at all times comply with all prevailing and applicable laws, regulations and standards, in keeping with the highest legal and ethical principles.

As a representative of Save the Children, you must be familiar and comply with:

- The laws and regulations of the United States and the countries in which the Agency works;
- Save the Children's own policies and procedures; and
- Professional standards common to other charitable and non-governmental organizations.

If you have any questions about the laws, regulations and standards that apply to your work for Save the Children, speak to your supervisor or contact the Division of Legal & Risk Services for assistance.

## **II. Financial Transactions / Records and Reports**

**Statement of Practice:** All financial transactions, records and reports will comply with donor requirements and applicable financial and accounting standards.

Save the Children has put in place a range of procedures and controls to ensure that all financial transactions comply with agency and legal requirements and applicable financial and accounting standards. The following are some examples:

- Record all financial transactions accurately and properly. No undisclosed or unrecorded funds or assets may be established or maintained for any purpose.
- Use only headquarters-approved bank accounts for payments and cash transactions.
- Do not take loans on behalf of Save the Children from local lending institutions or individuals without the prior written approval of the Vice President for Finance.
- Ensure that financial data submitted to donors, including governments, is accurate, complete, current and meets the requirements of the grant or contract.
- Do not make personal loans or personal advances to staff or consultants under any circumstances without the prior written approval of the Vice President for Finance.
- Account for and document travel advances within 30 days.
- In the case of compensation advances where staff business travel prohibits the normal receipt of funds, obtain two levels of written supervisory approval.

If you have any questions about financial transactions, records and reports, speak to your supervisor or contact the Division of Finance for assistance.

### III. Gifts and Gratuities

**Statement of Practice:** All gifts and gratuities, whether to be given or received, will comply with applicable laws, rules, regulations, agency policies, and local standards and customs and will not result in obligating either party.

In the United States and elsewhere, giving and receiving gifts is bound by a variety of rules, standards and customs, as well as good sense. In some cases, it may be OK to give or accept small gifts, donations, payments or favors, but be sure you understand all requirements and customs that may apply and have thought the matter through carefully.

The following gifts or payments are not acceptable under any circumstances:

- Political contributions made from Save the Children funds.
- Payments to anyone, including government officials, candidates for a political office, any political party or party official, or others whom you believe might pass that payment onward to any of these prohibited parties in order to obtain or retain business.
- Gifts, entertainment, favors, or reimbursement of expenses for employees (or the families of employees) of Save the Children by a supplier of Save the Children.

The following gifts or payments may be acceptable:

- Gifts with a value of less than \$10 for Members of Congress or their staff, and meals and event invitations subject to the rules established by the U.S. House of Representatives and the U.S. Senate.
- Giving or receiving token gifts, entertainment, or meals in line with local customs and laws, that amount to less than \$50 in value (or the equivalent in local currency), and do not obligate either party.
- Travel and participation in a business-related, group activity hosted by a supplier or customer representative, with the approval of your supervisor and next-level supervisor.

If you have any questions about a gift, payment or other transaction, speak to your supervisor or contact the Division of Legal & Risk Services for assistance.

### IV. Conflicts of Interest

**Statement of Practice:** All conflicts of interest involving employees (or the families of employees) must be disclosed in writing to the employee's supervisor and next level supervisor, and the employee must not take part in decisions related to the transaction.



What is a conflict of interest? Simply put, a conflict of interest occurs when your obligations to Save the Children can be influenced or compromised by competing personal or financial interests, commitments or loyalties. Save the Children seeks to avoid both the appearance of and any actual conflict of interest.

The following are some examples of conflicts of interest:

- When an employee or family member has a connection to, or significant financial interest in, another party which does or seeks to do business with Save the Children.
- When an employee engages in an independent business venture or works for another organization in a way that prevents the employee from devoting the time and effort to Save the Children required by his or her position.
- When an employee diverts a business opportunity of Save the Children to another person or organization.
- When an employee participates in an employment-related decision regarding a family member or other person with whom the employee has a close personal relationship.

#### Resolving Conflicts of Interest

Conflicts of interest arise in many contexts and do not necessarily mean the transaction cannot go forward. If you have a conflict of interest:

1. You must report it promptly and in writing to your supervisor and next level supervisor; and
2. You must not take part in decisions related to the transaction. (If you are in doubt about a potential conflict, speak with your supervisor.)

#### **V. Beneficiary Safety and Protection**

**Statement of Practice:** Employees and other representatives of Save the Children have a duty to treat the children, families and communities we serve with dignity and respect and to ensure their safety and protection.

In 2002 the Inter-Agency Standing Committee (IASC), an organization established to coordinate humanitarian assistance, established the following core principles for implementation by humanitarian organizations to ensure beneficiary safety and protection:

- Sexual exploitation and abuse by employees constitute acts of gross misconduct and are therefore grounds for termination of employment;
- Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defense;

- Exchange of money, employment, goods or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior, is prohibited. This includes exchange of assistance that is due to beneficiaries;
- Any sexual relationship between employees or anyone providing humanitarian assistance and protection and a person benefiting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work;
- Where an employee develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same aid agency or not, he or she must report such concerns via established agency reporting mechanisms; and
- Employees must create and maintain an environment that prevents sexual exploitation and abuse and promotes the implementation of their Code of Conduct. Managers at all levels have a responsibility to support and develop systems that maintain this environment.

Employees must treat all beneficiaries with dignity and respect and be sensitive to actions that could be misunderstood or appear disrespectful or intrusive (for example, be sure to ask permission before taking a photo of an individual).

If you have any questions about beneficiary safety, speak to your supervisor or contact the Senior Director of child Safeguarding, the Legal & Risk Services Division, or the Human Resources Division for assistance.

## **VI. Confidential and Proprietary Information**

**Statement of Practice:** Employees and other representatives of Save the Children will maintain and protect confidential and proprietary information from unauthorized disclosure to and use by any third party.

Save the Children possesses information (whether in written or electronic form, or communicated orally) that has been created, discovered and developed by the Agency, or has been disclosed to the Agency and/or to individuals working in the Agency under the obligation of confidentiality.

Confidential information includes:

- Trade secrets
- Donor lists
- Information concerning beneficiaries and programming
- Financial accounts and reports
- Projections
- Marketing or programmatic plans or strategies
- Software and computer programs
- Information concerning employees and their families (including salary, personnel and medical information)
- Confidential correspondence

- Information about other organizations associated with the Agency's work

Proprietary information includes:

- Art work
- Photography

Save the Children employees and other individuals having access to Confidential and Proprietary Information are required, during and after employment with the Agency, to keep all such Confidential and Proprietary Information in strictest confidence.

Unauthorized disclosure or carelessness in the handling of Confidential and Proprietary Information may be grounds for discipline up to and including dismissal from employment and may also be grounds for legal action.

Confidential and Proprietary Information is specific information. This policy is not intended to prevent you from utilizing your general knowledge, intellect, experience and skills for gainful employment elsewhere if you are no longer working for Save the Children.

If you have any questions about the handling and protection of confidential and proprietary information, speak to your supervisor or contact the Human Resources, Finance, or Legal & Risk Services Division for assistance.

## **VII. Reporting a Possible Violation**

**Statement of Practice:** Employees and other representatives of Save the Children will report promptly any possible violations of the Code of Ethics & Business Conduct or other Save the Children policy to their supervisor, their Vice President or to any of the Agency's central reporting channels. Save the Children will not tolerate any retaliation against or harassment of an employee who has reported a concern in good faith.

When misconduct occurs, it affects Save the Children's ability to achieve its mission for children. As an employee of our organization, you are required to report any concerns you have about possible violations of our Code of Ethics and Business Conduct or any other Agency policy. When you communicate a concern, you help the Agency prevent misconduct and contribute to an ethical culture at Save the Children.

Instructions for making a report are outlined in Save the Children's policy "Resolving Employee Grievances and Reporting Policy Violations."

Save the Children practices a zero-tolerance approach in connection with any form of retaliation against or harassment of an employee who has reported a concern in good faith. Retaliation and harassment will result in discipline against the harasser, up to and including discharge from employment.

If you have any questions about our Code of Ethics and Business Conduct or procedures for reporting a concern, speak to your supervisor or contact the Legal & Risk Services, Finance, and/or Human Resources Divisions for assistance.

## **PROCEDURES**

**None.**

## TRAINING REQUIREMENTS

Training Course	Frequency	Training moment
Code of Ethics & Business Conduct Online Training Module	Yearly	Within first 90 days of employment; yearly thereafter
New Employee Orientation Training	One-off	Within first 90 days of employment

## MONITORING MECHANISMS

What are you monitoring?	Data source	Action Owner	Escalation levels	Frequency
Policy is being communicated to all new hires	Attendance confirmation at New Employee Orientation; Cornerstone	Associate Director, Employee Engagement	Vice President, Legal & Risk Services	One-off
Staff receipt acknowledgement in writing during onboarding	Code of Ethics & Business Conduct Acknowledgement	Coordinator, Human Resources	1) Human Resources Business Advisor 2) Vice President, Human Resources	One-off
Policies and procedures are reviewed at least every 3 years	Expiry date from the Policies and Procedures Library	Policies and Procedures Library Administrator	Vice President, Legal and Risk Services	Quarterly

## EXCEPTION APPROVAL PROCEDURE

Procedure/ Action	Action Owner
None	N/A

## VERSION CONTROL

Version number	Version Date	Revisions made
6	12/15/20	Revised language re PSEA to comply with donor obligations
5	4/15/18	Revised language re child safeguarding
4	4/20/17	Revised format
3	2/24/16	Revised to new template; department/divisions updated
2	11/2/11	Unknown
1	1/1/06	Code of Ethics & Business Conduct Policy first created and approved

<b>Policies and Procedures Reference No.</b>	COMPL-01.4
<b>Policy Title</b>	Zero Tolerance Policy for Fraud, Bribery, and Corruption
<b>Category</b>	Big 9 Policies
<b>Author</b>	Chief Compliance Officer
<b>Vice President with Oversight</b>	Vice President and General Counsel
<b>Approver</b>	Senior Management Team
<b>Purpose and Description</b>	These policies and related procedures describe Save the Children’s zero tolerance approach to fraud, bribery, and corruption and reinforces our commitment to the highest standards of corporate governance, fiduciary duty, responsibility, and ethical behavior.
<b>Compliance Requirement</b>	<input checked="" type="checkbox"/> Statute: Foreign Corrupt Practices Act, 15 U.S.C. §§ 78dd-1, et seq. <input checked="" type="checkbox"/> Regulation: 48 C.F.R. § 9.4; 2 C.F.R. § 200.113 <input checked="" type="checkbox"/> Industry Standards: USAID Fraud Prevention and Compliance Standards; Transparency International Handbook of Good Practices: Preventing Corruption in Humanitarian Operations Circumstances <input type="checkbox"/> Not Applicable
<b>Audience</b>	<input checked="" type="checkbox"/> SCUS <input checked="" type="checkbox"/> All Head Start <input checked="" type="checkbox"/> SCAN <input checked="" type="checkbox"/> Sub-awardees, partners, vendors, suppliers, consultants and others with whom we provide assets in exchange for services or products (collectively, “Partners”)
<b>Effective date</b>	May 5, 2015
<b>Revision date</b>	March 5, 2018
<b>Retirement Rationale</b>	N/A

## POLICIES

### 1. Zero Tolerance Policy

Save the Children Federation Inc., Save the Children Action Network, and Save the Children Head Start (collectively, “SCUS”) are committed to the highest standards of corporate governance, fiduciary duty, responsibility and ethical behavior. Fraud, bribery, and corruption go against our core values of Accountability, Ambition, Creativity, Collaboration, and Integrity, diminish our impact for children, undermine the viability of our organization, and breach the trust placed in us by our donors.

SCUS has a **zero tolerance** policy with respect to fraud, bribery, corruption, and other forms of corporate dishonesty in its programs and operations. For the purposes of this policy, the following definitions apply:

- **Fraud** – Any act or omission that intentionally misleads, or attempts to mislead, another party in order to obtain a financial or other benefit or to avoid an obligation.
- **Bribery** – Giving, paying, promising, offering, or authorizing the payment of anything of value to any party to influence any person or entity to act improperly.
- **Corruption** – The use or abuse of one’s authority or position within Save the Children for private gain.

Conduct that constitutes fraud, bribery, or corruption includes, but is not limited to, the following:

- **Abuse of a Position of Trust** – The improper use of one’s position within SCUS or a connected organization to materially benefit oneself or any other party (*e.g.*, intentionally providing confidential material – such as the contents of a tender process – to a third party).
- **Bank or Check Fraud** – The dishonest manipulation of any banking system or record (*e.g.*, a check, bank statement, or electronic transfer).
- **Brand Fraud** – The use of Save the Children’s name, branding, or documentation for unauthorized or illegitimate ends.
- **Corruption of Government Officials** – Giving gifts to Government Officials in violation of applicable laws and/or gifts and ethics rules or making payments that are not required by law to Government Officials or to another person at the request of the Government Official. This includes so-called “Facilitating Payments.”
- **Embezzlement** – The misuse of funds, property, resources, or other assets that belong to SCUS or a connected organization or individual for personal gain.
- **Expenses Fraud** – The dishonest use of the expenses system to pay money or other benefits to which the recipient is not entitled or the falsification of expense reimbursement reports.
- **False Accounting** – The deliberate entry of false or misleading information into any form of accounting or financial record or the deliberate omission of relevant information, including maintaining “off-book” accounts.



- **Forgery or Falsification of Documents** – The dishonest creation, alteration, signing, or use of all or any part of a document, including without limitation contracts, reports, or other records.
- **Paying or Receiving Kickbacks** – Payments improperly made to an individual by a supplier or vendor, usually in exchange for unduly providing a business advantage or benefit to the supplier or vendor. .
- **Money Laundering** – The concealment of illegally obtained money.
- **Nepotism or Patronage** – The improper use of one’s employment to favor or materially benefit friends, relatives or other associates.
- **Payroll Fraud** – The manipulation of the payroll system to make unauthorized payments to oneself or another.
- **Procurement Fraud** – Any dishonest behavior relating to procurement or tendering process, (*e.g.*, falsely creating bids or quotes, sharing confidential procurement-related information with third parties, paying for product that does not meet the description of the product SCUS contracted to purchase, or agreeing to requests for false invoices).
- **Supply Chain Fraud** – The misdirection or theft of goods, forging of stock records, or creation of fictitious companies through which to channel payments.
- **Tax or Duty Evasion** – The avoidance of paying a tax or other duty that one is aware should be paid.
- **Theft** – The taking of anything of value that belongs to another.
- **Undisclosed Conflicts of Interest** – Failing to disclose accurate and complete information about personal or financial interests, commitments, or loyalties that relate to one’s duties at Save the Children.

## 2. Compliance with Applicable Laws and Regulations

SCUS’s policy is to comply with all applicable laws pertaining to fraud, bribery, and corruption, including the Foreign Corrupt Practices Act (FCPA) and relevant donor requirements pertaining to fraud reporting and investigations. In the event of any perceived difference between the requirements of this Policy and any legal requirement, SCUS should always act in accordance with the highest applicable standard. For a detailed discussion of the FCPA, see Annex A.

## 3. Prevention and Detection of Fraud, Bribery and Corruption

In addition to personally refraining from the types of conduct prohibited above, all SCUS employees are responsible for taking appropriate steps to prevent, deter, and detect fraud, bribery, and corruption within their areas of responsibility. As set forth in Procedure II, SCUS employees should consider fraud, bribery, and corruption risks at the outset of new programs, operations, or other significant activities and take reasonable steps to mitigate those risks (in coordination with SCI, where appropriate). All SCUS employees and, especially Managers, must routinely monitor program activities and operations for any irregularities that could suggest the presence of fraud, bribery,

corruption, or corporate dishonesty and report any concerns in compliance with the procedures set forth below.

#### 4. Reporting Requirements and Whistleblower Protections

As detailed in Procedures III and IV, all SCUS employees or Partners who suspect any type of behavior that is inconsistent with this Policy is occurring, may have occurred, or may occur must report it to their manager, the Legal Department, or through SCUS’s anonymous hotline: <http://savethechildren.ethicspoint.com>. As indicated in Procedure V, reports of misconduct or concern may be made without fear of harassment, demotion, dismissal, disciplinary action, remedial action, suspension, threats or any method of retaliation by any party. SCUS will not tolerate any retaliation against an employee for making an allegation of fraud, bribery, or corruption in good faith.

#### 5. Accountability of SCUS Management

As stated in Procedures VI and VII, SCUS Management is committed to taking all appropriate disciplinary, legal, and other corrective action in light of any findings of fraud, bribery, or corruption and to taking steps following any incidents of fraud, bribery, or corruption to review controls and protocols to identify and address any gaps or weaknesses in our procedures or, where relevant, our Partners’ procedures.

#### 6. Seeking Guidance About this Policy

The SCUS Chief Compliance Officer oversees and manages SCUS’s anti-fraud and anti-corruption compliance efforts, and is responsible for the administration of this Policy. Any questions or concerns regarding topics covered in this Policy may be directed to your manager or the Chief Compliance Officer.

## PROCEDURES

#	Procedure/ Action
<b>I. General Compliance with the Zero Tolerance Policy</b>	
1.	At the time of their onboarding or as directed by their managers, all SCUS employees must receive training on the contents of this Policy and certify that they have read and agree to comply with all provisions of this Policy. The certification may be submitted through an online training course.
2.	SCUS Employees in positions with internal control responsibilities (e.g., legal, compliance, risk management, finance, procurement, and internal audit) will receive trainings associated with detecting, preventing, reporting, investigating, and addressing fraud, bribery, and corruption relating to these particular areas, as requested by their manager.
3.	SCUS employees are encouraged to seek guidance from managers, relevant departments (e.g., Finance or Human Resources), or the Chief Compliance Officer any time questions arise about fraud, corruption, and bribery.

<b>II. Prevention and Detection of Fraud Bribery and Corruption</b>	
1.	All SCUS employees must be alert to potential fraud, bribery, or corruption risks in their area of responsibility and take reasonable steps to verify the accuracy of information in documents that they create or approve. If there is any reason to believe something is inaccurate in a document they are signing, distributing, or reviewing, SCUS employees have an obligation to find out whether it is inaccurate and correct it or report the inaccuracy.
2.	SCUS Division VPs shall ensure that potential fraud, bribery, and corruption risks arising from activities and business processes under their management are assessed and reasonably mitigated. Key areas of potential risk include: international and remote programming in locations with moderate to high corruption risk; procurement of goods and services; working with Partners (see Procedure IV, below); conflicts of interest; providing and receiving hospitality, including gifts, meals, entertainment, travel, and other benefits; and interactions with government officials or entities (see Annex A on the Foreign Corrupt Practice Act for information about interactions with foreign officials).
3.	Resources to assist SCUS staff in assessing and mitigating fraud risks in their areas of responsibility are included in Annex B and are available on the Legal site on SaveNet.
<b>III. Employee Reporting of Fraud, Bribery and Corruptions Concerns</b>	
1.	<p>SCUS employees must promptly report any information or suspicion concerning fraud, bribery, or corruption in SCUS's programs or operations (including those implemented by Save the Children International (SCI) on our behalf) through one of the reporting mechanisms:</p> <ul style="list-style-type: none"> <li>• Consistent with the <i>Policy on Resolving Employee Grievances and Reporting Possible Agency Policy Violations or Other Misconduct</i>, SCUS employees may report the matter to their direct managers or the Senior Manager of their Team or Department, who will refer the matter to the Chief Compliance Officer.</li> <li>• If an SCUS employee has any concern about reporting through their Team or Department Management, they can report the matter to the Legal Department directly via <a href="mailto:hotline@savechildren.org">hotline@savechildren.org</a></li> <li>• <b>SCUS employees also may file an anonymous report:</b> <ul style="list-style-type: none"> <li>○ <b>online at <a href="http://SavetheChildren.EthicsPoint.com">http://SavetheChildren.EthicsPoint.com</a> or</b></li> <li>○ <b>via phone +1 (844) 287-1892 in the United States. If you are outside of the United States and would like to report by phone, go to <a href="http://SavetheChildren.EthicsPoint.com">http://SavetheChildren.EthicsPoint.com</a> for a full listing of contact numbers by country.</b></li> </ul> </li> </ul>
2.	Information or suspicion concerning fraud, bribery or corruption must be reported by SCUS employees through one of the above mechanisms regardless of whether the suspected incident occurred in the U.S. or overseas in an SCI or other partner office. If/as relevant, the Chief

	Compliance Officer will inform SCl of allegations involving its programs, offices, staff and/or assets.
3.	Failure to report a reasonable suspicion of fraud, bribery, or corruption in accordance with this Policy will be treated as a serious issue and may result in disciplinary action being taken.
4.	Reports should be factual and include as much detail as possible so that SCUS can properly assess the nature and extent of the allegations. Reports will be treated confidentially upon request, to the extent permitted by applicable legal requirements.

#### IV. Rules and Procedures for SCUS Partners (other than SCl)

1.	SCUS Budget Holders or Business Teams responsible for managing relationships with sub-awardees, vendors, suppliers, consultants and others to whom we provide assets in exchange for services or products (“Partners”) should be alert to red flags indicating potential fraud, bribery, or corruption by the Partner and take reasonable steps to assess and monitor risks related to fraud, bribery, and corruption. Such monitoring can include exercising contractual audit clauses, ensuring commissioned work has been performed, ordered goods have been received before paying invoices, performing random site visits, and routinely checking inventory.
2.	SCUS’s Partners shall receive and review this policy prior to executing their agreements with SCUS. The policy shall be provided to the Partner by the SCUS Department issuing the agreement to them.
3.	Agreements with SCUS Partners shall include provisions in which the Partner acknowledges this Policy, and agrees (1) to report any credible allegations of fraud, bribery, or corruption related to their work with SCUS, (2) cooperate fully with any investigation or inquiry by SCUS and its donors, and (3) reimburse SCUS for all liabilities, losses, costs, penalties, charges, or other amounts incurred by SCUS due to a violation or breach by a Partner of this Policy. Pre-approved language satisfying these requirements is set forth in Annex C. Any exceptions to this requirement must be approved in writing by the Legal Department.

#### V. Whistleblower Protections

1.	<p>As set forth in SCUS’s Code of Ethics and Business Conduct, every SCUS employee and Partner has the right to address ethical concerns in good faith without fear of retribution, including punishment or harassment from co-workers, managers, or SCUS management. Reports of concerns will be treated confidentially upon request, to the extent permitted by applicable law. SCUS forbids retaliation of any kind against employees and Partners who in good faith report potential or actual violations of this Policy.</p> <p>If working on a USG-funded award, SCUS employees and Partners are also afforded the employee whistleblower protections and rights provided under 41 U.S.C. § 4712.</p>
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#### VI. Investigating and Remediating Allegations of Fraud, Bribery, and Corruption



1.	SCUS employees must cooperate fully with any investigation or inquiry by SCUS and preserve all records relating to any alleged fraud.
2.	The Chief Compliance Officer, his/her delegate, or the General Counsel is responsible for recording and reviewing all allegations of fraud, bribery, and corruption relating to SCUS activities and operations and determining the appropriate next steps.
3.	<p>Unless otherwise directed by the Chief Compliance Officer or the General Counsel, credible allegations of fraud, bribery, and corruption shall be investigated as follows:</p> <ul style="list-style-type: none"> <li>• Consistent with the Master Programming Agreement between SCUS and SCI, credible allegations arising from SCUS's international programs implemented by SCI shall be investigated by SCI, with results reported to the Chief Compliance Officer; and</li> <li>• Credible allegations arising from SCUS's domestic programs and operations shall, at the request of the Chief Compliance Officer, be investigated by the Internal Audit Department with support from other SCUS divisions as appropriate, with the results reported to the Chief Compliance Officer.</li> </ul> <p>At the direction of the Chief Compliance Officer and/or the General Counsel, SCUS may assign additional staff to any investigation or retain an external party to conduct or assist in any investigation.</p>
4.	The findings from any fraud, bribery, or corruption investigation conducted by SCUS shall be documented in writing and filed with the allegation. If the investigation identifies any misconduct by an employee or Partner of SCUS or any weakness in SCUS's internal controls, then the report shall include recommendations on how to respond, including measures to prevent or deter similar misconduct in the future.
5.	SCUS Management shall take timely and appropriate corrective action in response to any recommendations arising from a fraud, bribery, or corruption investigation. Such actions shall be documented in writing by Management and the management actions will be monitored by the Internal Audit Department with results reported to the CCO (unless another representative of Management, if this responsibility is delegated).
6.	As appropriate, the Chief Compliance Officer, his/her delegate, or the General Counsel shall provide notice and updates on fraud, bribery, and corruption allegations and investigations to relevant SCUS staff, SCUS's external auditors, and SCUS's Board of Trustees. In addition, and in accordance with applicable regulations and donor terms and conditions, the Chief Compliance Officer, his/her delegate, or the General Counsel shall provide notice and updates to SCUS donors, federal or state law enforcement agencies, and other persons or entities.
<b>VII. Consequences for Violations</b>	
1.	Participating in fraud or corruption can result in serious criminal, civil, and reputational, consequences for SCUS, for individual SCUS employees, and for SCUS Partners.

2.	Any SCUS employee who is found to have engaged in fraud, bribery, or corruption or to have known that fraud, bribery, or corruption was ongoing and not reported it in compliance with this policy and procedures shall be subject to disciplinary action up to and including separation from SCUS and to legal action by SCUS. SCUS may also disclose information concerning their identity and actions to donors, government regulators, enforcement agencies, and other entities.
3.	SCUS will also take appropriate remedial measures if any SCUS or SCI Partner is found to have engaged fraud, bribery, or corruption in their interactions with SCUS or SCI, including terminating the relationship with the Partner, barring them from participating in future work, and taking additional legal action where appropriate. SCUS may also disclose information concerning their identity and actions to donors, government regulators, enforcement agencies, and other entities.

## TRAINING REQUIREMENTS

Training Course	Frequency	Training moment
Fraud, Bribery, and Corruption Awareness Training	Every 2 years	Initial training within three months of induction or, for current employees, within three months following promulgation of this Policy. Subsequent trainings will be provided according to agency training calendar.
Other trainings as directed by the Senior Management Team or Division Vice Presidents based on specific risks and responsibilities	To be decided on a case-by-case-basis	To be decided on a case-by-case-basis

## MONITORING MECHANISMS

What are you monitoring?	Data source	Action Owner	Escalation levels	Frequency
Policies and procedures are being communicated	Certifications on file with Human Resources	Policies and Procedures Management	Vice President of Human Resources	Annual

to relevant audience		System Administrator		
Relevant Trainings	Human Resources training tracker	Human Resources	Vice President of Human Resources	Annual
Reporting of Fraud, Bribery, and Corruption Information	Emails to <a href="mailto:hotline@savechildren.org">hotline@savechildren.org</a> and reports to Ethicspoint	Associate Legal Counsel	Chief Compliance Officer	Annual
Incorporation of anti-corruption clause into partner agreements	Partner and Vendor Agreements	Grants & Contracts; Strategic Sourcing; Legal	Chief Financial Officer General Counsel	As needed
Policies and procedures are reviewed at least every 3 years	Expiry date from the Policies and Procedures Library	Policies and Procedures Library Administrator	Vice President(s) who has oversight of the policies and procedures.	Quarterly

## EXCEPTION APPROVAL PROCEDURE

Procedure/ Action	Action Owner
Submit a written request to the Chief Compliance Officer, setting forth the relevant circumstances and the reasons for the requested exceptions.	Employee seeking exception to Policy
Review the request and respond to the employee seeking the exception	Chief Compliance Officer (or his/her delegate)
File and retain relevant documents	Chief Compliance Officer (or his/her delegate)

## VERSION CONTROL

Version number	Version Date	Revisions made
COMPL-01.4	March 5, 2018	Revision of existing Zero Tolerance Policy
COMPL-01.3	May 5, 2016	Revision of existing Zero Tolerance Policy
COMPL-01.2	May 5, 2015	Revision of existing Zero Tolerance Policy
COMPL-01.1	November 23, 2013	
COMPL-01.4	March 5, 2018	Revision of existing Zero Tolerance Policy



## Annex A:

### The FCPA and Other Anti-Corruption Laws

The prohibition on bribery in this policy covers dealings with any party. However, interactions with government officials present heightened risk, and thus receive special attention in this Policy and in many international and domestic anti-corruption laws – including the U.S. Foreign Corrupt Practices Act (“FCPA”), the UK Bribery Act (“UKBA”), and other applicable laws.

#### FCPA

The FCPA was enacted by the U.S. Congress in 1977. The FCPA is aimed at preventing corrupt practices by business organizations and individuals doing or seeking business in foreign countries. As a U.S. entity, SCUS, as well as every SCUS employee, is subject to the FCPA. In addition to the FCPA, SCUS and its employees may be subject to other anti-corruption laws and regulations, particularly the laws of those countries in which SCUS operates or has a physical presence, or where we conduct or seek to work.

#### Anti-Bribery Provisions

The FCPA’s anti-bribery provisions prohibit certain entities, such as SCUS, and their officers, directors, employees, and representatives, as well as third parties under their control or direction, from:

- Offering, promising, authorizing, or paying
- Anything of value (whether money or gifts, hospitality, etc.)
- Directly or indirectly (e.g., through another party)
- To a foreign official (including any officer or employee, or elected or appointed official, of a local, state, provincial, regional or national government, at any level; anyone “acting in an official capacity” on behalf of a government to carry out government responsibilities; any political party, party official, or candidate for political office; any official or employee of a public international organization such as the World Bank, the United Nations, or the International Organization for Migration; or any officer or employee of a state-owned entity.
- With a corrupt intent to
- Obtain or retain business or an improper advantage (e.g., award of contract, favorable tax or customs treatment, etc.).

#### Facilitating Payments

The FCPA provides a very narrow exception for payments made to low-level government officials in order to expedite or secure routine government actions, such as processing paperwork. However, many other anti-corruption laws, including the UKBA, make facilitating payments illegal, and they are prohibited by Save the Children International’s Policy on Fraud Bribery and Corruption. Because of the many legal and ethical issues they pose, facilitating payments are likewise prohibited by the SCUS.

#### Penalties and Sanctions

Under the FCPA, companies are subject to criminal and civil liability, including criminal prosecution (in federal court), criminal and civil fines, disgorgement of profits, and prejudgment interest. Individuals are also subject to criminal and civil liability, including criminal prosecution and incarceration, criminal and civil fines, and other consequences. An individual may be the target of a DOJ or SEC enforcement action under the FCPA independent of any related action against SCUS.

Additional collateral sanctions for companies include termination of government licenses, debarment from contracting with U.S. and other governments and international organizations (e.g., USAID or the World Bank). Further, enforcement agencies are increasingly seeking appointment of independent compliance monitors over FCPA corporate violators for multi-year periods, a process that can be very expensive and cumbersome for companies.

**Other Anti-Corruption Laws**

In addition to the FCPA, we must also be mindful of the laws of the countries in which we operate or where we seek to conduct any business. Many countries have enacted laws designed to prohibit and penalize acts of corruption and bribery, which apply to us because of our status in those countries. Please direct questions about compliance with the FCPA, the UKBA, or any other anti-corruption laws or regulations to the SCUS Chief Compliance Officer.

## **Annex B:**

### **Fraud, Bribery, and Corruption Risk Assessment and Mitigation Resources**

An interactive, web-based training on fraud, bribery and corruption for all SCUS staff is available on Cornerstone.

In addition, several of SCUS's core policies and procedures address fraud risks in our operations. These include:

- the SCUS Procurement Policy;
- the SCUS Code of Ethics and Business Conduct;
- the SCUS IT Procedures and Guidelines; and
- the SCUS Employee Entertainment Expenses Policy

SCUS and SCI have also jointly developed tools to identify fraud risk in our programs, including the SCI Joint Opportunity Risk Tool and the SCI Award Risk Assessment, and in our work with partners, specifically the SCI Partner Assessment Tool. SCI has also developed a Fraud Red Flags Guide.

Finally, we encourage staff to review relevant donor resources and best practices from our sector, including:

- USAID Fraud Prevention and Compliance Standards;
- Transparency International Handbook of Good Practices: Preventing Corruption in Humanitarian Operations Circumstances;
- Global Fund "i Speak Out Now" eLessons on Coercion, Collusion, Corruption, and Fraud.

Please contact the SCUS Chief Compliance Officer if you require with any requests for additional fraud, bribery and corruption risk assessment and mitigation resources.

## Annex C: Model Clauses

The following clauses have been approved for use in contracts with SCUS's sub-awardees (excluding SCI), vendors, suppliers, consultants and others with whom we provide assets in exchange for services or products ("Partners") subject to any additional, donor-specific requirements. If you have any questions about the use of these clauses, or if the Partner refuses to accept or wishes to alter the language significantly, please contact the Legal Department. Upon incorporation of this clause into a contract, please replace all references to "the Partner" in square brackets with the appropriate term used throughout the contract (for example, the counterparty's company name).

### Anti-Corruption Clauses

[The Partner] represents that its responsible officer(s) have received and reviewed SCUS's Code of Ethics and Business Conduct, SCUS's Zero Tolerance for Fraud, Bribery, and Corruption Policy, and SCUS's Child Safeguarding Policy, and that [the Partner] will comply with these policies in all activities undertaken pursuant to this agreement, including without limitation:

- 1) [The Partner] represents and warrants that it has complied and will comply with all applicable anti-corruption laws. [NB: If the contract includes work to be performed outside the United States, add the following "including the U.S. Foreign Corrupt Practices Act ("FCPA"), and that it has not made, offered, or authorized and will not make, offer, or authorize any payment, gift, promise or other benefit, whether directly or through any other person or entity, to any "government official" (as defined in the FCPA), for purposes of influencing official actions or decisions or securing any improper advantage in order to obtain or retain business. Except as otherwise disclosed in writing to SCUS, as of the date of this Agreement's execution and during the term of this Agreement, no "government official" or immediate family member of a "government official" is or will become associated with, or presently owns or will own any interest in [the Partner].]
- 2) [The Partner] shall promptly report to SCUS any credible information or allegation of fraud, bribery, or corruption relating to its work with SCUS:
  - a) Reports may be submitted to the Partners' key contact(s) at SCUS; or
  - b) Reports may be made directly to SCUS's Legal Department via [hotline@savechildren.org](mailto:hotline@savechildren.org) or file an anonymous report:
    - i) online at <http://SavetheChildren.EthicsPoint.com> or
    - ii) via phone +1 (844) 287-1892 in the United States. If you are outside of the United States and would like to report by phone, go to <http://SavetheChildren.EthicsPoint.com> for a full listing of contact numbers by country.
- 3) [The Partner] shall preserve all documents pertaining to any credible information or allegation of fraud, bribery, or corruption relating to its work with SCUS and shall cooperate fully in any investigation or audit commenced by SCUS or its donors, including making documents, facilities, and personnel available to SCUS or its donors.
- 4) [The Partner] shall promptly and fully reimburse SCUS for any losses or penalties arising from any incident of fraud, bribery, or corruption involving their employees or agents and shall hold SCUS harmless from and against any claims, demands or expenses (including attorney's or other professional fees) arising from or relating to [the Partner's] noncompliance with the terms of the anti-corruption clauses of this Agreement.

- 5) SCUS shall have the right to terminate this Agreement with immediate effect, and shall have no further obligation to [the Partner] if SCUS reasonably believes that [the Partner] is in noncompliance with the anti-corruption clauses of this Agreement.

Policies and Procedures Reference No.	SM 1.1
Policy Title	Policy on Social Media (“Social Media Policy”)
Category	Resource Development
Author	Sr. Director, Social Business Strategy & Innovation
Vice President with Oversight	Vice President, Resource Development
Approver	Senior Management Team
Purpose and Description	This policy establishes employees’ responsibilities regarding the use of personal and official Save the Children Social Media accounts while employed by Save the Children Federation, Inc. (“Save the Children US”). The purpose of this policy is to establish good use practices that will protect both the employee and Save the Children from damaging our reputation and putting our work at risk.
Compliance Requirement	<input type="checkbox"/> Statute: <input type="checkbox"/> Regulation: <input type="checkbox"/> Industry Standards: <input checked="" type="checkbox"/> Not Applicable
Audience	<input checked="" type="checkbox"/> SCUS (Save the Children US Staff) <input checked="" type="checkbox"/> All Head Start <input type="checkbox"/> SCAN* <input checked="" type="checkbox"/> “External Parties” such as donors, sponsors, sub-awardees, corporate partners, vendors, suppliers, consultants and others <input checked="" type="checkbox"/> Board of Trustees, Interns, and Volunteers *Save the Children Action Network, Inc. has its own Social Media Policy as a separate legal entity.
Effective date	March 1, 2017
Revision date	March 14, 2018
Retirement Rationale	N/A



## DEFINITIONS AND ACRONYMS:

**Geotagging:** the process of adding geographical identification metadata to various media such as a geotagged photograph or video, websites, SMS messages, QR Codes or RSS feeds and is a form of GPS (Global Positioning System) data. This data usually consists of latitude and longitude coordinates.

**Internet:** the global network of computing device networks.

**Personally identifiable information (PII):** any data that could potentially identify a specific individual such as first and/or last name, social security number, phone number, email, mailing address, date of birth, school or any combination thereof.

**Public Communication:** dialogue in the public sphere in order to deliver a message to a specific audience. Speaking events, newspaper editorials, advertisements, email, and Social Media are a few forms of public communication.

**Social Media:** forms of electronic communication/content used to share information, comments, messages, images, video and other content via a Social Network.

**Social Network:** A public or private dedicated website or other application that enables users to communicate with each other via Social Media. Examples of private Social Networks are Workplace by Facebook, Yammer, Sharepoint, Skype for Business, Viber, WhatsApp and examples of public Social Networks are Facebook, Twitter, SnapChat, Google+, LinkedIn, YouTube and Skype.

**Website:** a location on the graphical portion of the Internet typically abbreviated with WWW.

## INTRODUCTION

This Policy is intended to provide guidelines to Save the Children US staff around the use of Social Media. It applies to all aspects of Social Media and Social Networking including any content you contribute personal sites, especially when referencing projects or programs on which you may be working.

This Policy will continually evolve as new technologies and Social Networking tools emerge—so it is important to periodically check for updates, which shall be appended at the end in the form of dated revisions.

Certain employees have been authorized to speak to the public as spokespersons. These policies and procedures are related to personal communications/networks and do not pre-empt this authorization. If you are communicating for or on behalf of Save the Children US, you should clearly state your role and be sure that any posting has been pre-approved by the VP of Resource Development and/or his/her designee.

## SCOPE

Save the Children US respects freedom of speech and employees' rights and this policy is not meant to infringe upon their personal opinions and/or personal communications. However, in the realm of online Social Networks, the lines are blurred between public and private, personal and professional.

The same principles and policies that apply to Save the Children US employees' activities offline, in general, apply to their activities online. Social Networking activities are subject to all of Save the Children US's policies, including but not limited to "SCUS Child Safeguarding Policy," "Code of Ethics and Business Conduct," "Commitment to Nonpartisan Status Policy," "Harassment Prevention and Sexual Harassment Prevention Policy" and "Use of Property and Electronic Technology Policy."

## PROCEDURES

1. **Be Transparent:** You should clearly state that the views being expressed on Social Media are your personal views alone, and do not necessarily represent the views of Save the Children US or its partners. You may use a disclaimer such as "The opinions expressed are my own and do not necessarily represent the views of Save the Children" or a shorter form such as "my own personal views." The ideal place for this disclosure is in the account profile bio/about me section and not in each post. This does not apply if you are posting to internal channels (Workplace by Facebook, SaveNet, etc.). Contact information, such as phone number and email address should be your personal contacts and not your Save the Children contacts unless you are authorized to officially represent Save the Children US. For example, if you sign a petition not officially representing Save the Children US, you should always use your personal contact information (email, phone number, mailing address) and not contact information associated with or issued by Save the Children US.
2. **Be Sensible:** You should ensure that your personal online profile(s) and the content associated with you on the Internet is consistent with how you wish to present yourself to colleagues and constituents as well your friends and family. Use common sense when posting controversial content and if posting something gives you pause, then you should pause. You should assume that anything posted on Social Media even if it seems private, could become public.
3. **Be Truthful:** When posting, any and all statements about Save the Children US should be true and not misleading. In addition all claims about our programs and practices must be substantiated and if the source of the information is a third-party, it should be cited.
4. **Seek Consent:** Employees are required to protect the dignity and privacy of our beneficiaries in any Public Communication in accordance with Save the Children US Child Safeguarding Policy. When posting images or videos, you should check with Save the Children US program staff prior to publication to confirm that the beneficiaries have given permission to use their images publicly.
5. **Ask Permission:** Always get approval to post images from donors and/or colleagues with whom you might be traveling and who are personally identifiable by name or likeness in Social Media. Respect the property rights of others, only include your original content or be sure you have



permission to publish or reproduce material belonging to someone else in your Public Communication.

6. **Follow Terms of Use:** When posting, be sure you follow the terms and conditions for any sites which you may use. Social Media sites such as Facebook, Google+, Twitter, YouTube, and Pinterest all have rules and practices regarding what kind of activities, communications, and content is permitted or prohibited on their Websites. It is your responsibility to respect and adhere to these rules, as you could be ultimately responsible for any violations and jeopardize your participation on these sites.

## WHAT TO AVOID

1. **Exact Location:** Do not disclose specific information regarding the location of our programs, or any information which could endanger the wellbeing of children or our staff. It is not permissible to publish exact locations (GPS coordinates, home address, or office address) of programs or location of country offices, except in an emergency. It is especially important that you do not give any information about a child that could lead to the child being traced.
2. **Personally Identifiable Information:** Do not reveal Personally Identifiable Information of yourself, other staff members, or our beneficiaries (children) except when permitted in this Policy.
3. **Internal Information:** Do not publish material about the internal operations of Save the Children US or its affiliates outside of the Agency's protected intranet environments (SaveNet, Workplace, etc.). Similarly, employees should not publish, share, or report on conversations that are meant to be private or internal to SCUS, our corporate partners or peer organizations.
4. **Legal Matters:** Do not comment on anything related to legal matters, litigation, or any parties with whom Save the Children US is in litigation without the appropriate approval from the Office of the General Counsel.
5. **Confidential Material:** While Save the Children US encourages our employees to share our Public Communications (for example the *Forced to Flee: 21<sup>st</sup> Largest Country* report) the publication of confidential material (i.e. technical or program methodologies; finances; resource strategies; and employment information or employee performance) is not permitted.
6. **Tradename/Logo:** Do not create Social Media accounts or Social Networks for personal or professional use using the "Save the Children" name or logo without prior written approval from the VP of Resource Development.

## NON-SECTARIAN, NONPARTISAN SPEECH AND ACTION

To maintain Save the Children US's independence and credibility and to preserve its status as a non-sectarian and nonpartisan organization, personal communications by Save the Children US staff on

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sectarian or partisan matters should not be directly or indirectly attributed to or reasonably interpreted as statements by Save the Children US. Remember to use a disclaimer such as “my own personal views and do not represent those of Save the Children.” See our Commitment to Nonpartisan Status Policy.

***Remember, the higher your position within our organization (e.g. AVP or above), the more difficult it will be to distinguish between a personal opinion and a statement made by or on behalf of Save the Children US.***

## **USE OF SOCIAL MEDIA IN THE CHILD SPONSORSHIP CONTEXT AND DURING FIELD VISITS**

All representatives or official guests of Save the Children US on project visits involving children must be advised of the terms of this Social Media Policy. Once at the project, there should be a verbal presentation made to the guests regarding appropriate conduct. Additional and more specific guidance on Social Media in relation to Child Sponsorship and Field Visits can be found in Exhibit A.

## **IN CASE OF DOUBT, MISTAKES, OR SUSPECTED POLICY VIOLATIONS**

If you make a mistake in any Social Media you publish about Save the Children US, quickly make any necessary corrections/deletions, immediately advise your manager, and notify the VP of Resource Development if necessary.

If you are unsure of any part of this policy, or what may be posted or not posted, please reach out to the Resource Development Division/Social Media Unit ([socialmedia@savechildren.org](mailto:socialmedia@savechildren.org)).

If you witness or suspect a policy violation, you should alert your manager or contact the Ethics Hotline: <https://SavetheChildren.EthicsPoint.com> or by phone at 1-844-287-1892 (in the USA) or 1-475-999-3292 (internationally).

## **CONSEQUENCES OF POLICY VIOLATION**

Violation of Save the Children US policies may result in negative employment action, up to and including termination of employment. Any person who is aware of a possible violation of Save the Children US policies has the right and responsibility, and is strongly encouraged, to report such violations so Save the Children US can respond rapidly and take appropriate action.

## NOTIFICATION REQUIREMENTS

What are you monitoring?	Forum	Action Owner	Escalation levels	Frequency
Policies and procedures are communicated to relevant audience	All Staff Meeting	Director, Internal Communications	VP, Resource Development	Upon publication (next available)
Policies and procedures are communicated to relevant audience	Savenet	Director, Internal Communications	VP, Resource Development	Upon publication
Policies and procedures are communicated to relevant audience	Weekly Word	Director, Internal Communications	VP, Resource Development	Upon publication
Policies and procedures are communicated to relevant audience	MCM SMT Meeting	SD, Social Business Strategy	VP, Integrated Marketing & Fundraising	Upon launch and revision
Policies and procedures are communicated to relevant audience	Digital Marketing	SD, Social Business Strategy	VP, Integrated Marketing & Fundraising	Upon launch and revision
Policies and procedures are communicated to relevant audience	Social Media	AD, Social Media & Community Management	SD, Social Business Strategy	Upon launch and revision
Policies and procedures are communicated to relevant audience	Sponsorship	Director, Sponsorship Retention Marketing	SD, Sponsorship Marketing, Acquisition & Retention	Upon launch and revision
Policies and procedures are communicated to relevant audience	SCUS Departments	AD, Social Media & Community Management	SD, Social Business Strategy	Biennially

## VERSION CONTROL

Version number	Version Date	Revisions made
SM 1.1	March 14, 2018	Revised “category” and “VP with oversight” fields. Policy moved from the Marketing & Communications volume to the Resource Development volume.
MCM No.1	March 1, 2017	Policy first created

## EXHIBIT A: USE OF SOCIAL MEDIA IN THE CHILD SPONSORSHIP CONTEXT AND DURING FIELD VISITS

**Purpose:** To document what Public Communication, Social Media and data can be posted online and via Social Networks by Save the Children US (SCUS) employees and External Parties such as donors, sponsors, sub-awardees, corporate partners, vendors, suppliers, consultants and others in relation to beneficiaries, sponsored children and their communities. This is meant to serve as an internal resource for use by SCUS employees when posting content online as official representatives of SCUS or on personal pages and for creating guidance for External Parties on what they can and cannot post online. The guidance is broken into three categories:

1. **Public Posting by SCUS Employee:** For donor/sponsor acquisition and retention materials on Public Websites, Social Media pages and general public marketing materials.
2. **Public Posting by External Parties:** Social Media posts and other Public Communication (e.g. blogs). Staff members who are not posting on official SCUS channels fall into this category.
3. **Private Posting by Sponsors only:** For sponsor retention experience only on password protected sponsorship portals.

Social Media & Data	Public Posting by SCUS Employees	Public Posting by External Parties	Private Posting by Sponsors only
Child photo/video (appropriately portrayed)	Yes <sup>i</sup>	Yes for Intl, No for US <sup>ii</sup>	Yes
Child first name	Yes <sup>i</sup>	Yes	Yes
Child last name	No	No	No
Child birth date	Yes for Intl, No for US <sup>ii</sup>	Yes for Intl, No for US <sup>ii</sup>	Yes
Child age	Yes	Yes	Yes
Child gender	Yes	Yes	Yes
Child language	Yes	Yes	Yes
Child sponsorship ID	No	No	Yes
Child interests & activities	Yes	Yes	Yes
Child chores	Yes	Yes	Yes
Child house type	Yes	Yes	Yes
Child parents' first name	Yes	Yes	Yes
Child parents' last name	No	No	No
Child parents' employment (generic)	Yes	Yes	Yes
Child sibling information	Treat content related to siblings under 18 the same as child content detailed in this document. You may treat content related to siblings over 18 similarly to child's parents. Should not be part of a stand-alone communication, can only be included as supporting details in sponsored child communication.		
Child school participation	Yes	Yes	Yes
Child grade level & favorite subject	Yes	Yes	Yes
Child school name	No	No	No
Child school logo	No	No	No
Child school address	No	No	No
Child project participation	Yes	Yes	Yes

Child medical condition	On case by case basis, provided it does not compromise the child's dignity		
Child disability	Not as a marketing product focus, but okay to use natural images that don't compromise the child's dignity		On a case by case basis, provided it does not compromise the child's dignity
Child religion	No	No	No
Child letters and drawings	Excerpts only. No address or location, last name, ID, age or specific, sensitive or confidential info. Must comply with all data-sharing restrictions.		Yes
Child home address	No	No	No
Child telephone number	No	No	No
Child email address	No	No	No
Child Social Media account names	No	No	No
GPS co-ordinates (geo-tagging) of any child's house, sponsored or other	No	No	No
GPS co-ordinates (geo-tagging) of any child photos, sponsored or other	No	No	No
Country name	Yes	Yes	Yes
Country information	Yes	Yes	Yes
Impact area name	Yes	Yes	Yes
Impact area info	Yes	Yes	Yes
Community photo/video with caption	Yes, provided image and caption comply with all data-sharing restrictions. No Geotagging.	Yes, provided image and caption comply with all data-sharing restrictions. No Geotagging.	Yes, provided image and caption comply with all data-sharing restrictions. No Geotagging.
Community/village ID number	No	No	No
Community/village name	Use larger geographic region when possible. If specificity is critical, consider changing a child's name for child safeguarding purposes.	No	Yes for Intl, No for US <sup>ii</sup>
General community information	Yes	Yes	Yes
SC national office address	Yes	Yes	Yes
SC field office address	Yes	Yes	Yes

<sup>i</sup> Refer to the SCUS Child Safeguarding Policy for guidelines on when you should change the name and/or obscure the visual identity of a child.

<sup>ii</sup> Since the majority of our sponsors live in the U.S, there are more stringent requirements in place for children sponsored in our U.S. programs in order to further protect child privacy.



**Save the Children®**

## Vendor Questionnaire Form

Please review the attached instructions prior to completing this form. All information must be completed.

**Note: SCUS Standard Payment Terms are Net 30 days from receipt of a SCUS approved invoice.**

**REQUIRED INFORMATION (Please Print Clearly)** SCUS Contact Name: \_\_\_\_\_

Company/Individual Name: \_\_\_\_\_

Contact name/title: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Street Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

\_\_\_\_\_  
City State Zip

Remit Address: (If different from above) \_\_\_\_\_

Phone #: \_\_\_\_\_

\_\_\_\_\_  
City State Zip

Email: \_\_\_\_\_

**Check All That Apply:**

Please note that SCUS procures products and services **under government contract** and are required to report the following business information:

I am not a Small Business \_\_\_\_\_ Small-Bus. Enterprise(SB) \_\_\_\_\_

*It is important to note that to qualify as one of the following businesses, a qualifying individual who has a controlling interest in the company must operate it.*

HUBZone (SBHUBzone) \_\_\_\_\_ Service-Disabled Veteran Owned (SDVOSB) \_\_\_\_\_ Small Disadvantaged (SDB) \_\_\_\_\_

Women-Owned (WOSB) \_\_\_\_\_

If you are a government entity or a 501(c)3 please mark the applicable box:

501(c)3 \_\_\_\_\_ Government Entity \_\_\_\_\_ Organization non charity \_\_\_\_\_

**Additional Classifications:**

Utilities      Consultant      Printing (i.e. mailing)      Media      IT (i.e. computer, laptops)

Temporary Staffing      Lease      Fundraising      Donor      Insurance

Event Coordination (i.e. hotel, catering, venue)      Subaward      Marketing

I certify that the foregoing is true and complete to the best of my knowledge and belief and that no material changes have occurred to the business which would affect any of the above representations.

**CERTIFICATION REGARDING TERRORISM: Seller hereby certifies that it has not provided and will not provide material support or resources to any individual or organization that it knows, or has reason to know, is an individual or organization that advocates, plans, sponsors, engages in, or has engaged in an act of terrorism.**

Name of Person Completing Form (Please Sign and Print Clearly): \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Date



## Bank Information

**NOTE:** Payments from SCUS will be **ONLY** via **Credit Card or ACH transfer – DOMESTIC and WIRE transfer – INT'L**. Incomplete or incorrect information may delay payment.



**Save the Children®**

USA

### GENERAL EXPENSE DIRECT DEPOSIT AUTHORIZATION FORM

SCUS Contact Person: Holly Lowe or Emma Smith

Phone: 859-899-1207 or 859-899-1160

Email: [apdept@savechildren.org](mailto:apdept@savechildren.org)

*This authorization will remain in effect until I provide the company written notice of revocation. The notice of revocation must be provided in a manner specified by the company, or by providing to the same person or office to which this authorization was delivered.*

*I agree that the credit entries authorized by this agreement shall be subject to the rules of the National Automated Clearing House association or other applicable clearing system as in effect on the date of the transaction.*

ENTITY NAME: \_\_\_\_\_

**To receive payment via credit card please follow these instructions:**

**\*All you need to participate is the ability to accept card transactions and an email address to receive payment information.**

By selecting yes and providing an email address, you are agreeing to receive payment via credit card through the Wells Fargo platform. Once Save the Children Accounts Payable receives this form back, you will receive a confirmation email with your enrollment details.

**Yes**                      Email Address: \_\_\_\_\_

See CCER AP Control Quick Reference Guide and the Merchant Tip Sheet below for information on the process.



CCER AP Control -  
Quick Reference Guid



Merchant Tip  
Sheet.pdf

**A short walkthrough of the process and tips on avoiding the most common issues is available at this link:**

[https://wellsfargo.adobeconnect.com/secure\\_doc\\_del](https://wellsfargo.adobeconnect.com/secure_doc_del)

Signature of Authorized Representative:

\_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

**SCUS is an Equal Opportunity/Affirmative Action Employer AA/M/F/D/V**



**If you are unable to receive a credit card payment please complete the ACH information below:**

**ATTACH A VOIDED CHECK**

FINANCIAL INSTITUTION (BANK) NAME: \_\_\_\_\_

PHONE: (\_\_\_\_)\_\_\_\_\_-\_\_\_\_ ACCOUNT TYPE (CIRCLE ONE): CHECKING SAVINGS

BANK ACCOUNT #: \_\_\_\_\_ ROUTING/ABA #: \_\_\_\_\_

*For organizations outside the US:*

COUNTRY: \_\_\_\_\_

BANK ACCOUNT #: \_\_\_\_\_ SWIFT #: \_\_\_\_\_

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Signature of Authorized Representative:

\_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

## **Instructions for Completing Save the Children (SCUS) Vendor Questionnaire:**

1. Please complete all sections of the form completely. If a piece of information is not applicable please indicate this on the form.
2. If you are a US company or individual subject to US Federal Tax regulations, you are required to provide a **W9** and if you are a foreign company **W8** along with the questionnaire form. SCUS uses this information for documentation of compliance with US regulations. SCUS will **NOT** process payment without the completed and updated W9/W8 or the completed vendor questionnaire form.
3. Use the following definitions for determining your status as a “Small Business Concern”

*Definition of “concern” as set forth in FAR 19.001-Definition:* “Concern” means any business entity organized for profit (even if its ownership is in the hands of a nonprofit entity) with a place of business located in the United States or its outlying areas and that makes a significant contribution to the U.S. economy through payment of taxes and/or use of American products, material and/or labor, etc. “Concern” includes but is not limited to an individual, partnership, corporation, joint venture, association, or cooperative. For the purpose of making affiliation findings (see 19.101) any business entity, whether organized for profit or not, and any foreign business entity, i.e., any entity located outside the United States and its outlying areas.

“**Small business concern**” Certain government programs, such as SBA loan programs and contracting opportunities, are reserved for small business concerns. In order to qualify, businesses must satisfy SBA's definition of a small business concern, along with the size standards for small business. A size standard, which is usually stated in number of employees or average annual receipts, represents the largest size that a business (including its subsidiaries and affiliates) may be to remain classified as a small business for SBA and federal contracting programs. The definition of “small” varies by industry see <https://www.sba.gov/content/small-business-size-standards> for further information.

“**Small disadvantaged business concern,**” Since October 2008, small businesses can self-represent their status as a small disadvantaged business (SDB). Generally, this means that:

- The firm must be 51% or more owned and control by one or more disadvantaged persons.
- The disadvantaged person or persons must be socially disadvantaged and economically disadvantaged.
- The firm must be small, according to SBA's size standards

Generally, to be approved into the 8(a) Business Development Program and become certified the business must meet these eligibility requirements:

- The business must be majority-owned (51 percent or more) by an individual(s).
- The individual(s) must be an American citizen, by birth or naturalization.
- The business must be majority-owned (51 percent or more) and controlled/managed by socially and economically disadvantaged individual(s).
- The individual(s) controlling and managing the firm on a full-time basis must meet the SBA requirement for disadvantage, by proving both social disadvantage and economic disadvantage.
  - For purposes of the 8(a) Business Development program, the following individuals are presumed socially disadvantaged (called “presumed groups”):
    - Black Americans
    - Hispanic Americans
    - Native Americans
    - Asian Pacific Americans
    - Subcontinent Asian American
    - According to SBA's regulations, "economically disadvantaged individuals are socially disadvantaged individuals whose ability to compete in the free enterprise system has been impaired due to diminished capital and credit opportunities."

<https://www.sba.gov/content/disadvantaged-businesses>

**“HUBZone business concern”** means your business must be located in an area designated as a Historically Underutilized Business (HUB) Zone.

- To qualify for the program, a business (except tribally-owned concerns) must meet the following criteria:
- It must be a small business by SBA standards
- It must be owned and controlled at least 51% by U.S. citizens, or a Community Development Corporation, an agricultural cooperative, or an Indian tribe
- Its principal office must be located within a “Historically Underutilized Business Zone,” which includes lands considered “Indian Country” and military facilities closed by the Base Realignment and Closure Act
- At least 35% of its employees must reside in a HUBZone.

<https://www.sba.gov/category/navigation-structure/contracting/contracting-support-small-businesses/small-business-cert-0>

**“Service-Disabled Veteran-owned business concern” (SDVOSBC)** In order to be eligible for the SDVOSBC, you and your business must meet the following criteria:

- The Service Disabled Veteran (SDV) must have a service-connected disability that has been determined by the Department of Veterans Affairs or Department of Defense
- The SDVOSBC must be small under the North American Industry Classification System (NAICS) code assigned to the procurement
- The SDV must unconditionally own 51% of the SDVOSBC
- The SDVO must control the management and daily operations of the SDVOSBC
- The SDV must hold the highest officer position in the SDVOSBC

<https://www.sba.gov/sdvosb>

**“Women-owned business concern”** To be eligible, a firm must be at least 51% owned and controlled by one or more women, and primarily managed by one or more women. The women must be U.S. citizens. The firm must be “small” in its primary industry in accordance with SBA’s size standards for that industry. In order for a WOSB to be deemed “economically disadvantaged,” its owners must demonstrate economic disadvantage in accordance with the requirements set forth in the final rule.

<https://www.sba.gov/content/women-owned-small-business-program>

4. Payments from SCUS will be ONLY via ACH transfer – DOMESTIC and WIRE transfer – INT’L. Incomplete or incorrect information may delay payment

The form must be signed and emailed to [apdept@savechildren.org](mailto:apdept@savechildren.org). SCUS cannot accept vendor questionnaires without a signature of an authorized party.

For questions regarding the completion of this form, please contact Charlene Marquis, Senior Director Procurement [cmarquis@savechildren.org](mailto:cmarquis@savechildren.org) or 475-999-3210.

**8. CONSENT CALENDAR: Action items:**

**8.4 Library Surplus**

# Memo

To: Mrs. Bettencourt  
From: Megan Rice  
Date: June 1, 2021  
Re: Library Surplus

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Attached is a list of books and library materials that have been weeded from the Library Collection due to the fact that these books were torn, missing pages, damaged, irrelevant, out of date, etc.

**Weeding Project:** Several of our library shelves are double stacked with books, which can lead to books being damaged much more quickly and also make locating specific titles much more difficult. There are a number of book titles that are out of date or simply have not been circulated in 8+ years. This weeding project is in effort to make our library of better quality resources. This will also allow us to see which areas we may be lacking relevant sources in and create room for the new titles we add each year.

Books that are severely damaged and worn will be disposed of. Those books that are still in readable condition I would like to give the teachers a chance to take them for their classroom libraries. After they have taken what they wish, I would then like to disperse the remaining books to the students at a future date. All of the books listed have been stamped with “discard”, our barcode and labels have been removed, and removed from our library system.

In effort to keep our library materials & teacher resources current and up-to-date the following materials/resources are being removed from our collection.

After the following materials have been declared as a surplus teacher’s & staff will have an opportunity to take any materials. All materials will have “Tipton Elementary School” blacked out and barcodes removed (where applicable). Media items not taken by staff will be recycled or disposed of.

If you should have any further questions, please let me know.

Thank you,

Megan Rice

June 1, 2021

**Tipton Elementary School Library**  
**Discarded/Weeded Library Materials**

**Title/Author/Number of copies**

**BOOKS**

21 <sup>st</sup> century webster's internation encyclopedia, the / Vol 1 - 10	Battle brawlers, the / West, Tracy
5 <sup>th</sup> wave, the / Yancey, Richard	Beany and the dreaded wedding / Wojciechowski, Susan / 2
Abuelo y los osos / Tello, Jerry	Beany and the meany / Wojciechowski, Susan
Addy's little brother / Porter, Connie	Beauty / Wallace, Bill
Addy's summer place / Porter, Connie	Behind the bedroom wall / Williams, Laura E.
Addy's wedding quilt / Porter, Connie	Belle prater's boy / White, Ruth / 2
Adventures of huckleberry finn / Twain, Mark	Benito's bizochitos / Baca, Ana
Algo especial para mi / Williams, Vera B.	Beyond the grace / Watson, Jude
Always dance with a hairy buffalo / Winkler, Henry	Bicycle mystery / Warner, Gertrude Chandler / 2
Amazing animals of the rain forest / West, Tracey	Black beauty / Sewell, Anna
Ana frank / Taberner, Beatriz	Black storm comin' / Wilson, Diane L.
Ani y la anciana / Miles, Miska	Blood is thicker / Langan, Paul
Armageddon summer / Yolen, Jane / 2	Blue bay mystery / Warner, Gertrude Chandler
Asi es josefina, una nina Americana / Tripp, Valerie	Boxcar children, the / Warner, Gertrude Chandler
Author: a true story / Lester, Helen	Brand- new me / Winkler, Henry
Azucar / Da Coll, Ivar / 2	Bridge to terabithia, the / Paterson, Katherine / 2
Bad beginning, the / Snicket, Lemony	Brothers in arms / Langan, Paul
Barfing in the backseat: how I survived my family road trip / Winkler, Henry	Bully, the / Langan, Paul

Bus station mystery / Warner, Gertrude  
 Chandler / 2

Butterfly battle / White, Nancy / 3

Buttermilk gill / White, Ruth

Cambios para Josefina / Tripp, Valerie

Camiones grandes / Ransom, Candice

Camionetas / Zuehlke, Jeffery

Cara de pes / Giff, Patricia Reilly

Case of the sneaky snowman / Keene, Carolyn

Cenicienta / McKissack, Patricia

Charlie y el gran ascensor de cristal / Dahl,  
 Roald

Christina's ghost / Wright, Betty Ren

Cinnamon & the April shower / Johnson, Amy  
 Crane

Colmillo blanco / London, Jack / 2

Como crecen los gatitos / Selsam, Millicent E.

Como sabes que es otoño / Fowler, Allan

Como van a la escuela los dinosaurios / Yolen,  
 Jane

Coraline / Gaiman, Neil

Coyote autumn / Wallace, Bill

Creepy carrots / Reynolds, Aaron

Cual es tu flor favorita / Fowler, Allan

Cuando Lia dibujó el mundo / Escrivá, Vivi

Cuando tengo sueño / Howard, Jane R.

Cuckoo: a Mexican folktale / Ehlert, Lois

Curtain went up, my pants fell down, the /  
 Winkler, Henry

Daring to dream / Weyn, Suzanne

Darth Paper Strikes Back / Angleberger, Tom

Day of the Iguana / Winkler, Henry

De la cera la crayón / Nelson, Robin

Del cemento al Puente / Nelson, Robin

Del huevo a la mariposa / Knudsen, Shannon

Del petróleo a la gasolina / Zemlicka, Shannon

Del renacuajo a la rana / Knudsen, Shannon

Delfines al amanecer / Osborne, Mary Pope / 2

Demigod diaries, the / Riordan, Rick

Diary of a Minecraft zombie / Zack Zombie  
 Publishing

Distant waves / Weyn, Suzanne / 3

Dog called Kitty, a / Wallace, Bill

Dragon and thief / Zahn, Timothy

Dragon cauldron / Yep, Laurence

Dragon wings / Yep, Laurence

Dragon's child: a story of Angel Island, the /  
 Yep, Laurence

Dump trucks and dogsleds: I'm on my way,  
 mom / Winkler, Henry / 3

Each little bird that sings / Wiles, Deborah

Earth dragon awakes, the / Yep, Laurence

El aparato digestivo / Johnson, Rebecca L.

El árbol generoso / Silverstein, Shel

El autobus magico en el museo encantado: un libro sobre los sonidos / Beech, Linda Ward	Enciclopedia hispanica: macropedia / Barsa Planeta / Vol 1-14
El autobus magico se salpica todo: un libro sobre el ciclo del agua / Relf, Pat	Enciclopedia hispanica: micropedia / Barsa Planeta / Vol I & II
El cumpleaños de bob / Redmond, Diane	Enciclopedia hispanica: temapedia / Barsa Planeta
El esqueleto dentro de ti / Balestrino, Philip	Enemy rising / West, Tracey
El gato vinagrete / Giff, Patricia Reilly	Estrellita se despide de su isla / Caraballo, Samuel
El gusto / Nelson, Robin	Evan more / Quick, Barbara
El invierno / Thayer, Tanya	Evil comes in pairs / Egan, Kate
El libro de las palomitas de maiz / DePaola, Tomie	Evitar las drogas / Murphy, Patricia J.
El Mar / Macquitty, Miranda	Extra ordinary adventures of Alfred kropp / Yancey, Richard / 2
El mundo de los niños / Salvat / Vol 1-15	Fallen / Langan, Paul
El Mundo de los niños / World Book / Vol 1-16	False peace, the / Watson, Jude
El Olfato / Nelson, Robin	Feliz cumpleaños Josefina / Tripp, Valerie
El príncipe Caspian / Lewis, C.S.	Fetcha al sol: un cuento de los indio pueblo / McDermott, Gerald
El Sancho del sábado / Torres, Leyla	Forbidden library, the / Wexler, Django
El sandwich mas grande, jamas / Gelman, Rita Golden	Fun dog, sun dog / Heiligman, Deborah
El señor de los ladrones / Funke, Cornelia	Ghost of Earnie P., the / Wright, Betty Ren
El Sistema nervioso / Riley, Joelle	Giver, the / Lowry, Lois
El soldadito de plomo / Anderson, Hans Christian	Goodbye Vietnam / Whelan, Gloria
El superzorro / Dahl, Roald	Goosed / Wallace, Bill
El tacto / Nelson, Robin	Gracias a las vacas / Fowler, Allan
El Verano / Thayer, Tanya	Grandmother's nursery rhymes / Jaramillo, Nelly Palacio
Enciclopedia hispanica: datapedia / Barsa Planeta	Great corgiville kidnapping, the / Tudor, Tasha



Green corn tamales / Rodriguez, Gina  
Macaluso

Gulliver's travels / Swift, Jonathon

Hairs / Ciscneros, Sandra

Hansel y gretal / Grimm, Los Hermanos

Harry potter y el misterio del principe /  
Rowling, J.K. / 2

Haunted schools: true stories / Zullo, Allan

Help! Somebody get me out of fourth grade /  
Winkler, Henry

High hopes for addy / Porter, Connie

Hispanica millennium CD / Barsa

Ho, ho, Benjamin, feliz navidad / Giff, Patricia  
Reilly

Holy enchilada / Winkler, Henry

Hooray for fly guy / Arnold, Tedd

Horas de sol / Giff, Patricia Reilly

Huevos verdes con jamon / Seuss, Dr.

Hunger games, the / Collins, Suzanne

H.I.V.E. / Walden, Mark / 2

In too deep / Watson, Jude

Inmersion / Korman, Gordon

James y el melocoton gigante / Dahl, Roald / 2

Josefina aprende una leccion: un cuento de la  
esculela / Tripp, Valerie

Josefina entra en accion: un cuento de verano /  
Tripp, Valerie

Journal of Patrick seamus Flaherty, United  
States Marine Corps / White, Ellen Emerson

Jugar sin peligro / Nelson, Robin

Junie b. en primer grado es una carabela / Prk,  
Barbara

Junie b. jones e el horrible pastel de frutas /  
Park, Barbara

Junie b. jones tiene un "pio pio" en el bolsillo /  
Park, Barbara

Kirsten and the Chippewa / Shaw, Janet

Kirsten and the new girl / Shaw, Janet

Kirsten on the trail / Shaw, Janet

Kit's tree house / Tripp, Valerie

"la bestia" en la clase de la senorita rooney /  
Giff, Patricia Reilly

La casa de la pradera / Wilder, Laura Ingalls / 2

La cenicienta / Burke, David

La gallinita roja: un Viejo cuento / Zemach,  
Margot

La isla de los delfines azules / O'Dell, Scott

La maldicion de la momia / Stine, R.L.

La maravillosa medicina de Jorge / Dahl, Roald

La oreja rota / herge

La primavera / Thayer, Tanya

La princesa del guisante / Anderson, H.C.

La vaca que decia oink / Most, Bernard

La vista / Nelson, Robin

Las adventures de huck finn / Twain, Mark / 4

Las adventures de tom sawyer / Twain, Mark /  
4

Las batallas del cuerpo / Gelman, Rita Golden

Las buenas acciones de Clifford / Bridwell, Norman

Las carnes y las proteínas / Nelson, Robin

Las grasas, los aceites y los dulces / Nelson, Robin

Las maravillas del pantano / Sabin, Francene

Las telaranas de carota / White, E.B.

Las verduras / Nelson, Robin

Le has dado de comer al gato / Coxon, Michele

Lewis cardinal's first winter / Johnson, Amy Crane

Lexipedia / Britannica / Vol 1-4

Life of me: enter at your own risk / Winkler, Henry

Light house mystery / Warner, Gertrude Chandler

Listening for lions / Whelan, Gloria

Little mermaid and other stories, the / Stephan, Sarah Hines

Locomotion / Woodson, Jacqueline

Long haul, the / Kinney, Jeff

Long winter, the / Wilder, Laura Ingalls

Los buitres / Kops, Deborah

Los cereals / Nelson, Robin

Los pollitos dicen / Hall, Nancy Abraham

Los productos lacteos / Nelson, Robin

Los sapos / Jacobs, Lee

Los tres cerditos / Jacobs, Joseph / 2

Love, ruby lavender / Wiles, Deborah

Lunch money / Clements, Andrew

Mad, mad Monday / Silverstein, Herma / 5

Mantenerse limpio / Nelson, Robin

Mariposa y el monstruo del pantano / Krulik, Nancy E.

Mi papa es genial / Butterworth, Nick

Mia / Yep, Laurence

Millennium family encyclopedia / Dorling Kindersley / Vol 1-5

Molly's A + partner / Tripp, Valerie

Mr. Lincoln's drummer / Wisler, G. Clifton

My dog's a scaredy-cat: a Halloween tail / Winkler, Henry

My everyday Spanish word book / Kahn, Michele

My pal, victor / Bertrand, Diane Gonzales

My secret life as a ping-pong wizard / Winkler, Henry

Mystery of the mixed-up zoo, the / Warner, Gertrude Chandler

Niagra falls, or does it? / Winkler, Henry

Night I flunked my field trip, the / Winkler, Henry

No passengers beyond this point / Choldenko, Gennifer

Oh no, gotta go / Elya, Susan Middleton

Original Freddie ackerman, the / Irwin, Hadley

Osos polares despues de la medianoche / Osborne, Mary Pope

P.S. longer letter later / Danzinger, Paula / 4

Palancas / Walker, Sally M.

Palas mecanicas / Hill, Lee Sullivan

Payback / Langan, Paul

Perro grande perro pequeno / Eastman, P.D.

Pet war, the / Woodrow, Allan

Pick of the litter / Wallace, Bill

Picture book of louis braille, a / Adler, David A.

Pie / Weeks, Sarah

Planos inclinados / Walker, Sally M.

Poleas / Walker, sally M.

Platero y juan ramon / Reviejo, Carlos / 2

Radiance / Noel, Alyson / 4

Ranas, sapos y renacuajos / Fowler, Allan

Red dog / Wallace, Bill

Red rose box, the / Woods, Brenda

Remember me = Te acuerdas de mi / Glass, Sue

Restart / Korman, Gordon

Ricitos de oro y lostre osos / Burke, David

Ruedas y ejes / Walker, Sally M.

Samantha and the missing pearls / Tripp, Valerie

Samantha's special talent / Buckley, Sarah Masters

Santa's stuck / Greene, Rhonda Gowler / 2

Sarah, sencilla y alta / Maclachlan, Patricia

Scary stories to tell in the dark / Schwartz, Alvin

School's in / Dadey, Debbie et. al / 8

Secretos de diciembre / Giff, Patricia Reilly

Sign of the beaver / Speare, Elizabeth George

Skunk scout / Yep, Laurence

Slippery slope, the / Snicket, Lemony

Small miracle, a / Collington, Peter

Snakes / Firth, Rachel

Snicker of magic, a / Lloyd, Natalie

So b. it / Weeks, Sarah

Sonrie y muerete / Stine, R.L.

Standford wong flunks big-time / Yee, Lisa

Stick dog wants a hot dog / Watson, Tom

Summer school: what genius thought that up / Winkler, Henry

Surviving Antarctica: reality tv 2083 / White, Andrea

Swiss family robinson, the / Wyss, Johann

Tale of two tails, a / Wrinkler, Henry / 2

Tales from a not-so-talented pop star / Russell, Rachel Renee

Taylor swift: love story / Hansen, Amy Gail

There was and old lady who swallowed a fly guy / Arnold, Tedd

Time machine, the / Wells, H.G.

Tio culebra / Gollub, Matthew

Tornillos / Walker, Sally M.

Totally disgusting / Wallace, Bill / 2

Toys: amazing stories behind some great inventions / Wulffson, Don

Trabajo / Walker, Sally M.

Tree house mystery / Warner, Gertrude Chandler

True believer / Wolff, Virginia Euwer /2

Tus cinco sentidos / Broekel, Ray / 2

Two towers, the / Tolkien, J.R.R.

Uglies / Westerfeld, Scott / 2

Un caballo llamado libertad / Ryan, Pam Munoz

Un Puente hasta terabithia / Paterson, Katherine / 5

Una academia muy austere / Snicket, Lemony / 2

Una arruga en el tiempo / L'Engle, Madeleine

Una sorpresa para josefina: un cuento de navidad / Tripp, Valeria / 2

Uncle snake / Gollub, Matthew

Under the blood-red sun / Salisbury, Graham / 3

Volquetes / Jango-Cohen, Judith

Voyage on the great titanic: the diary of Margaret ann brady / White, Ellen Emerson

War of the worlds, the / Wells, H.G.

Whole new ball game, a / Macy , Sue

Willows underwater world / Woodward, Kay

Woman who outshone the sun, the / Martinez, Alejandro Cruz

World book: encyclopedia estudiantil hallazgos, the / Vol 1- 13

World Book: Student Discovery encyclopedia, the (2002) / Vol 1-13

World Book: Student Discovery encyclopedia, the (2004) / Vol 1-13

World book encyclopedia of people and places : Vol 1-6

World book's young scientist / Vol 1, 2, 4-10

World's dumbest crooks: and other true stories of bloopers, botches, & blunders / Zullo, Allan

Wrath of darth maul, the / Windham, Ryder

Yellow house mystery, the / Warner, Gertrude Chandler / 2

Yo, naomi leon / Ryan, Pam Munoz

**9. ADMINISTRATIVE: Action items:**

**9.1 CTA Public Disclosure**

**Summary of Salary Settlement Agreement  
With the**

**TIPTON ELEMENTARY School District**

**Section 1: AGREEMENT**

Document **Preliminary / Final Approved**  
(circle one)

Name of Bargaining/Represented Unit **Associated Teachers of Tipton (ATT)**

The proposed agreement covers the period beginning **6/1/2020** and ending **6/30/2022** and

will be acted upon by the Governing Board at its meeting on **6/8/2021**

Select the type of employee represented **1. Certificated Salaries**  
49

Report Version 2014.1

- 1. Certificated Salaries
- 2. Classified Salaries

C:\Users\ccunha\Downloads\CTA 21-22 Salary Disclosure Summer School and Learning

TO THE GOVERNING BOARD AND THE COUNTY SUPERINTENDENT OF SCHOOLS: In compliance with the Public Disclosure requirements of AB-1200 (Statutes 1991, Chapter 1213) as well as the Salary Settlement Notification requirements of SB-1677 when Teachers Salary/Benefit Negotiations are finalized after the final budget is adopted.

**PUBLIC DISCLOSURE**

The agreement was publicly disclosed on **6/3/2021**  
Date

The agreement was [ posted at / advertised in ] : **Location / Newspaper** **District Office**  
(circle one) Details of Distribution

**GENERAL**

**Section 2: STATUS OF BARGAINING UNIT AGREEMENTS**

If this Public Disclosure is **NOT** applicable to all of the District's bargaining units, indicate the current status.

Certificated	(Select One)	<b>Settled</b>	# of Employees Represented	<b>25</b>
Classified	(Select One)			

Settled  
Pending Settlement  
Not Represented  
Included in Disclosure

Positive Certification  
Qualified - Comments Attached  
Negative - Comments Attached

**Section 3: PROPOSED CHANGE IN COMPENSATION**

Compensation	Costs prior to Proposed Agreement	Fiscal Impact of Proposed Agreement		
		Current Year Increase/Decrease 2020-21	Year 2 Increase/Decrease 2021-22	Year 3 Increase/Decrease 2022-23
<b>1 Salary Schedule</b>	\$ -	\$0.00	\$0.00	\$0.00
<b>% Increase</b>		0.00%	0.00%	0.00%
<b>Step and Column</b>		\$0.00	\$0.00	\$0.00
		0.00%	0.00%	0.00%
<b>2 Other Compensation</b>	\$0.00	\$0.00	\$0.00	\$0.00
Stipends, Bonuses, Longevity Overtime, Differential, etc		0.00%	0.00%	0.00%
<b>Description of other compensation</b>				
<b>3 Statutory Benefits</b> STRS, PERS, FICA, WC, UI, Medicare	\$0.00	\$0.00	\$0.00	\$0.00
		0.00%	0.00%	0.00%

4	<b>Health/Welfare Plans</b>	\$0.00	\$0.00	\$0.00	\$0.00
			0.00%	%	0.00%
5	<b>Total Compensation, Add</b> Items 1 thru 4 to equal 5	\$ -	\$0.00	\$0.00	\$0.00
			#DIV/0!	%	#DIV/0!
6	<b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	25.00			
7	<b>Total Compensation Cost for Average Employee</b>	\$0.00	\$0.00	\$0.00	\$0.00
			#DIV/0!	%	#DIV/0!

**Section 4: EXPLANATIONS REGARDING PROPOSAL**

Please include an explanation for all questions.

**1 Provide a brief narrative of the proposed agreement, including but not limited to:**

Proposed changes in compensation, step and column, COLA, health & welfare, include effective dates.

Bargaining Unit Members providing instruction during **Summer Learning Intervention Program** rate for 2020-21 shall be compensated at a rate of 60.00 per hour. This rate of pay shall only apply to the 2020-21 Summer Learning Intervention Program and shall not be precedent setting, not create a past practice. All future summer programs shall be paid consistent with the terms of the collective bargaining agreement. Bargaining Unit Members providing instruction during 2021-2022 **School Year Tutoring/Saturday School** the rate for 60.00 per hour. Employees shall complete time representing all dates and hours worked. Payment for time worked shall be contingent on completion of this time sheet and prior written authorization by the districts to perform said services. This rate of pay shall only apply to these services performed during the 2021-22 school year and shall not be precedent setting, nor create a past practice. Services performed in future school years shall be paid consistent with the terms of the collective bargaining agreement.

**2 Were any additional steps, columns, or ranges added to the schedules? (If yes, explain)**

No

**3 Explain Non-Compensation Items.** I.e. Class Size changes, Staff Development Days, Teacher Prep Time, etc.

No

**4 Explain specific impact (positive or negative) on instructional and support programs to accommodate the settlement?** Include staff reductions or increases, elimination or addition of services or programs.

None

**5 Describe contingency language included in the agreement.**

**Summer Learning Intervention Program** shall begin June 7, 2021, with the first day of instruction on June 8, 2021 and shall continue through June 25, 2021. Instruction during the Summer Learning Intervention Program shall be provided in person only. Employees shall work 5 hours per day during Summer Intervention Program. Employees shall complete a time sheet representing all dates and hours worked (including any hours of absence). Payment for time worked shall be contingent on completion of this time sheet. School Year Tutoring/Saturday School students will be offered tutoring and Saturday School opportunities throughout the 2021-22 school year to address potential learning loss experienced during the 2020-21 school year. These voluntary instructional opportunities, as scheduled by the district, will be offered to employees and assigned by the district's on a first-come-first serve basis, with consideration of the employee's current grade level, consistent with past practices. The district shall retain the right to determine the number of employees authorized to perform these services on any scheduled day, for reasons including but not limited to, student participation rates.

**6 Are there any major provisions that do not directly affect the district's costs such as binding arbitration, grievance procedures, etc.?**

No

**7 What is the Source of Funding for Proposed Agreement in Current Year?**

Expanded Learning Opportunities Grant-ELO

**8 If multi-year agreement, what is the source of funding, including assumptions used, to fund the obligations in future years?**

Yes- Expanded Learning Opportunities Grant-ELO



**Section 6: IMPACT ON CURRENT YEAR**

General Fund	Settlement Costs		Other Budget Adjustments	New Projected Budget
	Latest Brd Apprvd Budget	Agreement Adjustments		
<b>OPERATING REVENUES</b>				
LCFF/Revenue Sources (8010-8099)	\$5,979,659	\$0	\$0	\$5,979,659
Federal Revenues	\$2,289,560	\$0	\$0	\$2,289,560
Other State Revenues	\$576,779	\$0	\$0	\$576,779
Other Local Revenues	\$248,598	\$0	\$0	\$248,598
<b>TOTAL</b>	<b>\$9,094,596</b>	<b>\$0</b>	<b>\$0</b>	<b>\$9,094,596</b>
<b>OPERATING EXPENDITURES</b>				
Certificated Salaries	\$2,497,029	\$0	\$0	\$2,497,029
Classified Salaries	\$1,073,738	\$0	\$0	\$1,073,738
Employee Benefits	\$1,931,450	\$0	\$0	\$1,931,450
Books and Supplies	\$1,529,090	\$0	\$0	\$1,529,090
Services, Other Operating Expenses	\$1,248,848	\$0	\$0	\$1,248,848
Capital Outlay	\$473,913	\$0	\$0	\$473,913
Other Outgo	\$209,209	\$0	\$0	\$209,209
Direct/Indirect Support Costs	\$11,599	\$0	\$0	\$11,599
<b>TOTAL</b>	<b>\$8,974,877</b>	<b>\$0</b>	<b>\$0</b>	<b>\$8,974,877</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$119,719</b>	<b>\$0</b>	<b>\$0</b>	<b>\$119,719</b>
<b>OTHER FINANCING SOURCES/USES</b>				
Transfers In	\$0	\$0	\$0	\$0
Transfers <Out>	\$0	\$0	\$0	\$0
Other Sources	\$0	\$0	\$0	\$0
Other <Uses>	\$0	\$0	\$0	\$0
Contributions	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE</b>	<b>\$119,719</b>	<b>\$0</b>	<b>\$0</b>	<b>\$119,719</b>
<b>FUND BALANCE, RESERVES</b>				
Beginning Fund Balance	\$3,767,738			\$3,767,738
Audit Adjustments/Restatements	\$0			\$0
Adjusted Beginning Fund Balance	\$3,767,738			\$3,767,738
<b>Ending Fund Balance</b>	<b>\$3,887,457</b>	<b>\$0</b>	<b>\$0</b>	<b>\$3,887,457</b>
<b>COMPONENTS OF ENDING BALANCE:</b>				
a. Nonspendable	\$0			\$0
b. Restricted	\$0			\$0
c. Committed	\$0			\$0
1. Stabilization Arrangements	\$0			\$0
2. Other Commitments	\$0			\$0
d. Assigned	\$0			\$0
e. Unassigned/Unappropriated	\$0			\$0
1. Reserve for Economic Uncertainties	\$0			\$0
2. Unassigned/Unappropriated	\$3,887,457			\$3,887,457
f. Total Components of Ending Fund Balance	\$3,887,457			\$3,887,457
<b>(Line f must agree with Ending Fund Balance)</b>				

**Section 7: IMPACT ON CURRENT YEAR UNRESTRICTED RESERVES**

<b>1. State Reserve Standard</b>		
Total Expenditures, Transfers Out and Uses	\$	8,974,877
State Standard Minimum Reserve Percentage		4%
State Standard Minimum Reserve Amount	\$	358,995
<b>2. Budgeted Unrestricted Reserved</b>		
1. General Fund Budgeted Unrestricted Reserved for Economic Uncertainties (9789)	\$	0
2. General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$	3,290,838
3. Special Reserve Fund (17) Budgeted Designated for Economic Uncertainties & Undesignated Ending Fund Balance	\$	
Total District Budgeted Unrestricted Reserves ( sum lines 1 - 3 )	\$	3,290,838

3. Do unrestricted reserves meet the state standard minimum reserve amount?

Yes

No

**COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN LCFF FUNDING**

(a) LCFF Base Funding for year prior to settlement	\$4,301,090.00
(b) Projected LCFF Base Funding for year of settlement	\$4,262,788.00
(c) Amount of Current-Year Increase: (b) minus (a)	-\$38,302.00
(d) Percentage Increase Base LCFF Funding: (c) divided by (a)	-0.89%
(e) Total Compensation Percentage Increase from Section 3, Line 7, Page 1 for current year	#DIV/0!

**THE FOLLOWING BUDGET REVISIONS WILL BE NECESSARY TO FUND THE COSTS OF THIS AGREEMENT**

*Revisions must be filed with County Office of Education within 45 days of adoption (E.C. 42142)*

Description	Revenue Increases	Expenditure Decreases	Fund Balance Reduction
<b>Totals (must agree with Section 6)</b>	\$0	\$0	\$0

**Budget Revisions must be filed with County Office of Education on or before: 7/23/2021**

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

**Certification of Financial Condition**

_____	6/8/2021	Positive Certification
District Superintendent (Signature)	Date	Select One
_____	6/8/2021	Positive Certification
District Chief Business Officer (Signature)	Date	Select One

*After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on, 6/8/2021 took action to approve the proposed Agreement with the CTA, \_\_\_\_\_ Bargaining Unit and adopted the new budget figures as calculated per the agreement.*

_____	5/4/2021
President, Governing Board (Signature)	Date

**Section 9: MULTI-YEAR PROJECTION - GENERAL FUND**

TIPTON ELEMENTARY School District

General Fund	2020-21 Projected Budget	Change	2021-22 Projected Budget	Change	2022-23 Projected Budget
<b>Latest prepared Form MYP - ATTACH TO</b>					
Date Prepared	3/1/2020				
It Includes this Settlement	No				
Fund 01 Expenditures and Other Financing Uses	\$7,983,194		\$7,428,702		\$7,552,030
Total Available Reserves	\$3,314,044		\$3,275,930		\$3,134,436
<b>IMPACT OF AGREEMENT ON AVAILABLE RESE</b>	\$0		\$0		\$0
<b>OTHER ADJUSTMENTS TO AVAILABLE RESERVES</b>					
<b>ESTIMATED RESERVES AFTER SETTLEMENT</b>	\$3,314,044		\$3,275,930		\$3,134,436

<b>MINIUMUM RESERVE LEVEL</b>					
Minimum Required Percent	4%				
Required Amount per Form MYP Attached	319,328		297,148		302,081
Required Amount after Settlement	319,328		297,148		302,081
Over (Under) Required Reserves	2,994,716		2,978,782		2,832,355
Reserve Requirement Met?	Yes		Yes		Yes

Section 3 :Proposed Change in Compensation		Fiscal Impact of Proposed Agreement		
Compensation	Costs prior to Proposed Agreement	Current Year	Year 2	Year 3
		Increase/Decrease 2020-21	Increase/Decrease 2021-22	Increase/Decrease 2022-23
1 <b>Salary Schedule</b>		\$0.00	\$0.00	\$0.00
% Increase		%	%	%
		\$0.00	\$0.00	\$0.00
Step and Column		%	%	%
2 <b>Other Compensation</b>		\$0.00	\$0.00	\$0.00
Stipends, Bonuses, Longevity Overtime, Differential, etc		%	%	%
Description of other compensation				
3 <b>Statutory Benefits</b> STRS, PERS, FICA, WC, UI, Medicare		\$0.00	\$0.00	\$0.00
4 <b>Health/Welfare Plans</b>		\$0.00	\$0.00	\$0.00
		%	%	%
5 <b>Total Compensation, Add</b>	\$	\$0.00	\$0.00	\$0.00
Items 1 thru 4 to equal 5		#DIV/0!	#DIV/0!	#DIV/0!

Section 6: IMPACT ON CURRENT YEAR					
General Fund - Unrestricted	Latest Brd Apprvd Budget	Settlement Costs Agreement Adjustments	<Previously> Budgeted	Other Budget Adjustments	New Projected Budget
<b>OPERATING REVENUES</b>					
LCFF/Revenue Sources (8010-8099)	\$5,979,659				\$5,979,659
Federal Revenues	\$0				\$0
Other State Revenues	\$98,487				\$98,487
Other Local Revenues	\$88,347				\$88,347
TOTAL	\$6,166,493		\$0	\$0	\$6,166,493
<b>OPERATING EXPENDITURES</b>					
Certificated Salaries	\$2,369,240	\$0			\$2,369,240
Classified Salaries	\$618,774	\$0			\$618,774
Employee Benefits	\$1,449,123	\$0			\$1,449,123
Books and Supplies	\$419,064				\$419,064
Services, Other Operating Expenses	\$537,412				\$537,412
Capital Outlay	\$18,000				\$18,000
Other Outgo	\$31,625				\$31,625
Direct/Indirect Support Costs	-\$35,695				-\$35,695
TOTAL	\$5,407,542	\$0	\$0	\$0	\$5,407,542
<b>OPERATING SURPLUS (DEFICIT)</b>	\$758,951	\$0	\$0	\$0	\$758,951
<b>OTHER FINANCING SOURCES/USES</b>					
Transfers In	\$0				\$0
Transfers <Out>	\$0				\$0
Other Sources	\$0				\$0
Other <Uses>	\$0				\$0
Contributions	-\$694,904				-\$694,904
TOTAL	-\$694,904	\$0	\$0	\$0	-\$694,904
<b>CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE</b>	\$64,047	\$0	\$0	\$0	\$64,047
<b>FUND BALANCE, RESERVES</b>					
Beginning Fund Balance	\$3,226,790				\$3,226,790
Audit Adjustments/Restatements	\$0				\$0
Adjusted Beginning Fund Balance	\$3,226,790				\$3,226,790
Ending Fund Balance	\$3,290,838	\$0	\$0	\$0	\$3,290,838
<b>COMPONENTS OF ENDING BALANCE:</b>					
a. Nonspendable					
b. Restricted					
c. Committed					
1. Stabilization Arrangements					
2. Other Commitments					
d. Assigned					
e. Unassigned/Unappropriated					
1. Reserve for Economic Uncertainties					
2. Unassigned/Unappropriated	\$3,290,838				\$3,290,838
f. Total Components of Ending Fund Balance	\$3,290,838				\$3,290,838
(Line f must agree with Ending Fund Balance)					

Section 3: Proposed Change in Compensation		Fiscal Impact of Proposed Agreement			
Compensation	Costs prior to Proposed Agreement	Current Year	Year 2		Year 3
		Increase/Decrease 2020-21	Increase/Decrease 2021-22	Increase/Decrease 2022-23	
1 Salary Schedule		\$0.00	\$0.00	\$0.00	
% Increase		0.00%	%	%	0.00%
		\$0.00	\$0.00	\$0.00	
Step and Column		0.00%	%	0.00%	%
2 Other Compensation		\$0.00	\$0.00	\$0.00	
Stipends, Bonuses, Longevity Overtime, Differential, etc		0.00%	%	0.00%	%
Description of other compensation					
3 Statutory Benefits STRS, PERS, FICA, WC, UI, Medicare		\$0.00	\$0.00	\$0.00	
		0.00%	%	0.00%	%
4 Health/Welfare Plans		\$0.00	\$0.00	\$0.00	
		0.00%	%	0.00%	%
5 Total Compensation, Add Items 1 thru 4 to equal 5		\$0.00	\$0.00	\$0.00	
		#DIV/0!	%	#DIV/0!	%

Section 6: IMPACT ON CURRENT YEAR					
General Fund - Restricted	Latest Brd Apprvd Budget	Settlement Costs Agreement Adjustments	Previously Budgeted	Other Budget Adjustments	New Projected Budget
<b>OPERATING REVENUES</b>					
LFFF/Revenue Sources (8010-8099)	\$0				\$0
Federal Revenues	\$2,289,560				\$2,289,560
Other State Revenues	\$478,292				\$478,292
Other Local Revenues	\$160,250				\$160,250
TOTAL	\$2,928,103		\$0	\$0	\$2,928,103
<b>OPERATING EXPENDITURES</b>					
Certificated Salaries	\$127,789	\$0			\$127,789
Classified Salaries	\$454,964	\$0			\$454,964
Employee Benefits	\$482,327	\$0			\$482,327
Books and Supplies	\$1,110,027				\$1,110,027
Services, Other Operating Expenses	\$711,436				\$711,436
Capital Outlay	\$455,913				\$455,913
Other Outgo	\$177,584				\$177,584
Direct/Indirect Support Costs	\$47,295				\$47,295
TOTAL	\$3,567,335	\$0	\$0	\$0	\$3,567,335
<b>OPERATING SURPLUS (DEFICIT)</b>	-\$639,232	\$0	\$0	\$0	-\$639,232
<b>OTHER FINANCING SOURCES/USES</b>					
Transfers In	\$0				\$0
Transfers <Out>	\$0				\$0
Other Sources	\$0				\$0
Other <Uses>	\$0				\$0
Contributions	\$694,904				\$694,904
TOTAL	\$694,904	\$0	\$0	\$0	\$694,904
<b>CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE</b>	\$55,671	\$0	\$0	\$0	\$55,671
<b>FUND BALANCE, RESERVES</b>					
Beginning Fund Balance	\$540,947				\$540,947
Audit Adjustments/Restatements	\$0				\$0
Adjusted Beginning Fund Balance	\$540,947				\$540,947
Ending Fund Balance	\$596,619	\$0	\$0	\$0	\$596,619
<b>COMPONENTS OF ENDING BALANCE:</b>					
a. Nonspendable					
b. Restricted					
c. Committed					
1. Stabilization Arrangements					
2. Other Commitments					
d. Assigned					
e. Unassigned/Unappropriated					
1. Reserve for Economic Uncertainties					
2. Unassigned/Unappropriated	\$596,619				\$596,619
f. Total Components of Ending Fund Balance	\$596,619				\$596,619
(Line f must agree with Ending Fund Balance)					



Section 3: Proposed Change in Compensation		Fiscal Impact of Proposed Agreement			
Compensation	Costs prior to Proposed Agreement	Current Year	Year 2	Year 3	
		Increase/Decrease 2020-21	Increase/Decrease 2021-22	Increase/Decrease 2022-23	
1 <b>Salary Schedule</b>		\$0.00	\$0.00	\$0.00	
% Increase		0.00%	0.00%	0.00%	%
		\$0.00	\$0.00	\$0.00	
Step and Column		0.00%	0.00%	0.00%	%
2 <b>Other Compensation</b>		\$0.00	\$0.00	\$0.00	
Stipends, Bonuses, Longevity Overtime, Differential, etc		0.00%	0.00%	0.00%	%
<b>Description of other compensation</b>					
3 <b>Statutory Benefits</b> STRS, PERS, FICA, WC, UI, Medicare		\$0.00	\$0.00	\$0.00	
		0.00%	0.00%	0.00%	%
4 <b>Health/Welfare Plans</b>		\$0.00	\$0.00	\$0.00	
		0.00%	0.00%	0.00%	%
5 <b>Total Compensation, Add</b> Items 1 thru 4 to equal 5	\$ -	\$0.00	\$0.00	\$0.00	
		#DIV/0!	#DIV/0!	#DIV/0!	%

Section 6: IMPACT ON CURRENT YEAR					
Adult Ed Fund	Latest Brd Apprvd Budget	Settlement Costs Agreement Adjustments	Previously Budgeted	Other Budget Adjustments	New Projected Budget
<b>OPERATING REVENUES</b>					
LCFF/Revenue Limit Sources (8010-8099)	\$0				\$0
Federal Revenues	\$0				\$0
Other State Revenues	\$0				\$0
Other Local Revenues	\$0				\$0
<b>TOTAL</b>	\$0		\$0	\$0	\$0
<b>OPERATING EXPENDITURES</b>					
Certificated Salaries	\$0	\$0	\$0	\$0	\$0
Classified Salaries	\$0	\$0	\$0	\$0	\$0
Employee Benefits	\$0	\$0	\$0	\$0	\$0
Books and Supplies	\$0				\$0
Services, Other Operating Expenses	\$0				\$0
Capital Outlay	\$0				\$0
Other Outgo	\$0				\$0
Direct/Indirect Support Costs	\$0				\$0
<b>TOTAL</b>	\$0	\$0	\$0	\$0	\$0
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	\$0	\$0	\$0	\$0
<b>OTHER FINANCING SOURCES/USES</b>					
Transfers In	\$0				\$0
Transfers <Out>	\$0				\$0
Other Sources	\$0				\$0
Other <Uses>	\$0				\$0
Contributions	\$0				\$0
<b>TOTAL</b>	\$0	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE</b>	\$0	\$0	\$0	\$0	\$0
<b>FUND BALANCE, RESERVES</b>					
Beginning Fund Balance	\$0				\$0
Audit Adjustments/Restatements	\$0				\$0
Adjusted Beginning Fund Balance	\$0				\$0
<b>Ending Fund Balance</b>	\$0	\$0	\$0	\$0	\$0
<b>COMPONENTS OF ENDING BALANCE:</b>					
Reserve for:					
Revolving Cash					
Stores					
Other Reserves					
Designations					
Economic Uncertainties					
Other Designations					
Undesignated/Unappropriated	\$0				\$0

Section 3 :Proposed Change in Compensation		Fiscal Impact of Proposed Agreement		
Compensation	Costs prior to Proposed Agreement	Current Year Increase/Decrease 2020-21	Year 2 Increase/Decrease 2021-22	Year 3 Increase/Decrease 2022-23
1 Salary Schedule		\$0.00	\$0.00	\$0.00
% Increase		0.00% %	0.00% %	0.00% %
		\$0.00	\$0.00	\$0.00
Step and Column		0.00% %	0.00% %	0.00% %
2 Other Compensation		\$0.00	\$0.00	\$0.00
Stipends, Bonuses, Longevity Overtime, Differential, etc		0.00% %	0.00% %	0.00% %
Description of other compensation				
3 Statutory Benefits STRS, PERS, FICA, WC, UI, Medicare		\$0.00	\$0.00	\$0.00
		0.00% %	0.00% %	0.00% %
4 Health/Welfare Plans		\$0.00	\$0.00	\$0.00
		0.00% %	0.00% %	0.00% %
5 Total Compensation, Add Items 1 thru 4 to equal 5	\$ -	\$0.00	\$0.00	\$0.00
		#DIV/0! %	#DIV/0! %	#DIV/0! %

Section 6: IMPACT ON CURRENT YEAR					
Child Development Fund	Latest Brd Apprvd Budget	Settlement Costs Agreement Adjustments	Previously Budgeted	Other Budget Adjustments	New Projected Budget
<b>OPERATING REVENUES</b>					
LFFF/Revenue Limit Sources (8010-8099)	\$0				\$0
Federal Revenues	\$0				\$0
Other State Revenues	\$0				\$0
Other Local Revenues	\$0				\$0
TOTAL	\$0		\$0	\$0	\$0
<b>OPERATING EXPENDITURES</b>					
Certificated Salaries	\$0	\$0			\$0
Classified Salaries	\$0	\$0			\$0
Employee Benefits	\$0	\$0			\$0
Books and Supplies	\$0				\$0
Services, Other Operating Expenses	\$0				\$0
Capital Outlay	\$0				\$0
Other Outgo	\$0				\$0
Direct/Indirect Support Costs	\$0				\$0
TOTAL	\$0	\$0	\$0	\$0	\$0
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	\$0	\$0	\$0	\$0
<b>OTHER FINANCING SOURCES/USES</b>					
Transfers In	\$0				\$0
Transfers <Out>	\$0				\$0
Other Sources	\$0				\$0
Other <Uses>	\$0				\$0
Contributions	\$0				\$0
TOTAL	\$0	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE</b>	\$0	\$0	\$0	\$0	\$0
<b>FUND BALANCE, RESERVES</b>					
Beginning Fund Balance	\$0				\$0
Audit Adjustments/Restatements	\$0				\$0
Adjusted Beginning Fund Balance	\$0				\$0
<b>Ending Fund Balance</b>	\$0	\$0	\$0	\$0	\$0
<b>COMPONENTS OF ENDING BALANCE:</b>					
Reserve for:					
Revolving Cash					
Stores					
Other Reserves					
Designations					
Economic Uncertainties					
Other Designations					
Undesignated/Unappropriated	\$0				\$0

Section 3 :Proposed Change in Compensation		Fiscal Impact of Proposed Agreement			
Compensation	Costs prior to Proposed Agreement	Current Year	Year 2	Year 3	
		Increase/Decrease 2020-21	Increase/Decrease 2021-22	Increase/Decrease 2022-23	
1 Salary Schedule		\$0.00	\$0.00	\$0.00	
% Increase		0.00%	0.00%	0.00%	
		\$0.00	\$0.00	\$0.00	
Step and Column		0.00%	0.00%	0.00%	
2 Other Compensation		\$0.00	\$0.00	\$0.00	
Stipends, Bonuses, Longevity Overtime, Differential, etc		0.00%	0.00%	0.00%	
Description of other compensation					
3 Statutory Benefits STRS, PERS, FICA, WC, UI, Medicare		\$0.00	\$0.00	\$0.00	
		0.00%	0.00%	0.00%	
4 Health/Welfare Plans		\$0.00	\$0.00	\$0.00	
		0.00%	0.00%	0.00%	
5 Total Compensation, Add Items 1 thru 4 to equal 5	\$ -	\$0.00	\$0.00	\$0.00	
		#DIV/0!	#DIV/0!	#DIV/0!	

Section 6: IMPACT ON CURRENT YEAR					
Cafeteria Fund	Latest Brd Apprvd Budget	Settlement Costs Agreement Adjustments	Previously Budgeted	Other Budget Adjustments	New Projected Budget
<b>OPERATING REVENUES</b>					
LCFF/Revenue Limit Sources (8010-8099)	\$0				\$0
Federal Revenues	\$395,000				\$395,000
Other State Revenues	\$36,087				\$36,087
Other Local Revenues	\$6,821				\$6,821
TOTAL	\$437,908		\$0	\$0	\$437,908
<b>OPERATING EXPENDITURES</b>					
Certificated Salaries	\$0	\$0			\$0
Classified Salaries	\$152,890	\$0			\$152,890
Employee Benefits	\$70,920	\$0			\$70,920
Books and Supplies	\$228,587				\$228,587
Services, Other Operating Expenses	\$31,450				\$31,450
Capital Outlay	\$0				\$0
Other Outgo	\$0				\$0
Direct/Indirect Support Costs	\$9,116				\$9,116
TOTAL	\$492,963	\$0	\$0	\$0	\$492,963
<b>OPERATING SURPLUS (DEFICIT)</b>	-\$55,055	\$0	\$0	\$0	-\$55,055
<b>OTHER FINANCING SOURCES/USES</b>					
Transfers In	\$0				\$0
Transfers <Out>	\$0				\$0
Other Sources	\$0				\$0
Other <Uses>	\$0				\$0
Contributions	\$0				\$0
TOTAL	\$0	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE</b>	-\$55,055	\$0	\$0	\$0	-\$55,055
<b>FUND BALANCE, RESERVES</b>					
Beginning Fund Balance	\$363,787				\$363,787
Audit Adjustments/Restatements	\$0				\$0
Adjusted Beginning Fund Balance	\$363,787				\$363,787
Ending Fund Balance	\$308,733	\$0	\$0	\$0	\$308,733
<b>COMPONENTS OF ENDING BALANCE:</b>					
Reserve for:					
Revolving Cash					
Stores					
Other Reserves					
Designations					
Economic Uncertainties					
Other Designations					
Undesignated/Unappropriated	\$308,733				\$308,733

Components Breakdown is not correct

Components Breakdown is not correct





Indx	Fund	Restricted	ObjectMajor	ObjectGroup	RevTot
0100RA02	0100	R	A. Revenues	02) Federal Revenues	\$2,289,559.95
0100RA03	0100	R	A. Revenues	03) Other State Revenues	\$478,292.35
0100RA04	0100	R	A. Revenues	04) Other Local Revenues	\$160,250.26
0100RB01	0100	R	B. Expenditures	01) Certificated Salaries	\$127,789.35
0100RB02	0100	R	B. Expenditures	02) Classified Salaries	\$454,964.16
0100RB03	0100	R	B. Expenditures	03) Employee Benefits	\$482,327.12
0100RB04	0100	R	B. Expenditures	04) Books and Supplies	\$1,110,026.79
0100RB05	0100	R	B. Expenditures	05) Services, Other Operating Expenses	\$711,436.11
0100RB06	0100	R	B. Expenditures	06) Capital Outlay	\$455,912.64
0100RB07	0100	R	B. Expenditures	07) Other Outgo	\$177,584.00
0100RB08	0100	R	B. Expenditures	08) Direct Support/Indirect Costs	\$47,294.54
0100RD05	0100	R	D. Other Financing Sources/Uses	05) Contributions	\$694,903.60
0100RI01	0100	R	I. Components of Ending Fund Balance	01) Beginning Fund Balance	\$540,947.47
0100RI02	0100	R	I. Components of Ending Fund Balance	02) Audit Adjustments/Restatements	\$0.00
0100UA01	0100	U	A. Revenues	01) LCFF Sources	\$5,979,659.00
0100UA03	0100	U	A. Revenues	03) Other State Revenues	\$98,487.00
0100UA04	0100	U	A. Revenues	04) Other Local Revenues	\$88,347.31
0100UB01	0100	U	B. Expenditures	01) Certificated Salaries	\$2,369,240.00
0100UB02	0100	U	B. Expenditures	02) Classified Salaries	\$618,773.54
0100UB03	0100	U	B. Expenditures	03) Employee Benefits	\$1,449,123.35
0100UB04	0100	U	B. Expenditures	04) Books and Supplies	\$419,063.63
0100UB05	0100	U	B. Expenditures	05) Services, Other Operating Expenses	\$537,411.93
0100UB06	0100	U	B. Expenditures	06) Capital Outlay	\$18,000.00
0100UB07	0100	U	B. Expenditures	07) Other Outgo	\$31,625.00
0100UB08	0100	U	B. Expenditures	08) Direct Support/Indirect Costs	-\$35,695.10
0100UD05	0100	U	D. Other Financing Sources/Uses	05) Contributions	-\$694,903.60
0100UI01	0100	U	I. Components of Ending Fund Balance	01) Beginning Fund Balance	\$3,226,790.48
0100UI02	0100	U	I. Components of Ending Fund Balance	02) Audit Adjustments/Restatements	\$0.00
1300BA02	1300	B	A. Revenues	02) Federal Revenues	\$395,000.00
1300BA03	1300	B	A. Revenues	03) Other State Revenues	\$36,086.51
1300BA04	1300	B	A. Revenues	04) Other Local Revenues	\$6,821.38
1300BB02	1300	B	B. Expenditures	02) Classified Salaries	\$152,890.00
1300BB03	1300	B	B. Expenditures	03) Employee Benefits	\$70,920.00
1300BB04	1300	B	B. Expenditures	04) Books and Supplies	\$228,586.51
1300BB05	1300	B	B. Expenditures	05) Services, Other Operating Expenses	\$31,450.00
1300BB06	1300	B	B. Expenditures	06) Capital Outlay	\$0.00
1300BB08	1300	B	B. Expenditures	08) Direct Support/Indirect Costs	\$9,116.00
1300BI01	1300	B	I. Components of Ending Fund Balance	01) Beginning Fund Balance	\$363,787.41

**9. ADMINISTRATIVE: Action items:**

**9.2** Memorandum of Understanding between Tipton Elementary School and Associated Teachers of Tipton CTA/NEA Summer 2020-2021 and 2021-2022 School Year-Learning Loss/Intervention Program

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
TIPTON ELEMENTARY SCHOOL DISTRICT  
AND  
ASSOCIATED TEACHERS OF TIPTON CTA/NEA**

**SUMMER 2020-2021 AND 2021-2022 SCHOOL YEAR- LEARNING LOSS/INTERVENTION  
PROGRAM**

The Tipton Elementary School District (“District”) and the Associated Teacher of Tipton, CTA/NEA (“Association”) (collectively referred to as the “Parties”) enter into this Memorandum of Understanding (“MOU”) to provide voluntary intervention instruction during the three weeks following the 2020-2021 school year, in lieu of traditional summer school, and tutoring/Saturday school services during the 2021-2022 school year to address student learning loss due to the pandemic. This MOU is dated April 30, 2021 for reference purposes.

On March 5, 2021, Governor Newsom approved California Assembly Bill (“AB”) 86; a budget bill addressing COVID-19 relief and school reopening with the inclusion of In-Person Instruction and Expanded Learning Opportunity Grants. Specifically, the Expanded Learning Opportunity Grants are intended to be used for activities that directly support academic achievement and mitigate learning loss related to COVID-19 school closures.

Consistent with AB 86, the Parties recognize the importance of addressing potential learning loss experienced by District students during the 2020-2021 school year, as well as to provide additional learning intervention beyond the school year. Therefore, the Parties agree to offer focused, voluntary, in-person intervention instruction during the summer of 2021, in lieu of traditional summer school (“Summer Learning Intervention Program”). The Parties also agree to provide tutoring services and Saturday school opportunities to District students to address potential learning loss experienced during the 2020-2021 school year.

The Parties agree to the following:

- **Recitals**
  1. The Parties agree the recitals set forth above are true and correct.
- **Terms of Collective Bargaining Agreement**
  1. All terms of the current collective bargaining agreement between the Parties shall remain in full effect except as stated and modified in this MOU. If there is a conflict, this MOU shall prevail.
- **2020-2021 Summer Learning Intervention Program**
  1. The Summer Learning Intervention Program shall begin June 7, 2021, with the first day of instruction on June 8, 2021, and shall continue through June 25, 2021. Instruction during the Summer Learning Intervention Program shall be provided **in-person only**.
  2. Employees shall work five (5) hours per day during the Summer Intervention Program. Employees shall complete a time sheet representing all dates and hours worked (including

any hours of absence). Payment for time worked shall be contingent on completion of this time sheet.

3. Bargaining Unit members providing instruction during the Summer Learning Intervention Program shall be compensated at a rate of sixty dollars (\$60.00) per hour. This rate of pay shall only apply to the 2020-2021 Summer Learning Intervention Program and shall not be precedent setting, nor create a past practice. All future summer programs shall be paid consistent with the terms of the collective bargaining agreement, however, the Parties agree to discuss a potential increase to the rate of pay for the 2021-2022 summer school program, if offered, contingent on the continued availability of AB 86 funds.
- **2021-2022 School Year Tutoring/Saturday School**
    1. Students will be offered tutoring and Saturday school opportunities throughout the 2021-2022 school year to address potential learning loss experienced during the 2020-2021 school year.
    2. These voluntary instructional opportunities, as scheduled by the District, will be offered to employees and assigned by the District on a first-come-first serve basis, with consideration of the employee's current grade level, consistent with past practices.
    3. The District shall retain the right to determine the number of employees authorized to perform these services on any scheduled day, for reasons including, but not limited to, student participation rates.
    4. The rate of pay for these services performed during the 2021-2022 school year shall be sixty dollars (\$60.00) per hour. Employees shall complete a time sheet representing all dates and hours worked. Payment for time worked shall be contingent on completion of this time sheet and prior written authorization by the District to perform said services. This rate of pay shall only apply to these services performed during the 2021-2022 school year and shall not be precedent setting, nor create a past practice. Services performed in future school years shall be paid consistent with the terms of the collective bargaining agreement.
  - **Miscellaneous**
    1. The Parties represent that they have read and understand the terms of this MOU and are authorized to execute this MOU on behalf of its members. Copies of signatures shall have the same force and effect as original signatures. Facsimile and electronic signatures shall be deemed original signatures.
    2. This MOU shall expire on June 30, 2022, unless extended or modified by mutual written agreement.
    3. The Parties agree that this MOU is not precedent setting and does not constitute a past practice.
    4. Neither the Association nor the District makes any representations, warranties or guarantees regarding any tax and/or retirement consequences related to this MOU.





**9. ADMINISTRATIVE: Action items:**

**9.3 Quarterly Board Policy Updates March 2021**

**CHARTER SCHOOL RENEWAL**

The Governing Board believes that the ongoing operation of a charter school should be dependent on the school's effectiveness in achieving its mission and goals for student learning and other student outcomes. Whenever a charter school submits a petition for renewal of its charter, the Board shall review the petition thoroughly and in a timely manner, consistent with the timelines set out in the Education Code. The Board shall consider renewal petitions only of charters originally authorized by the Board itself or by the State Board of Education (SBE) on appeal after initial denial by the Board.

*(cf. 0420.4 - Charter School Authorization)*

*(cf. 0420.41 - Charter School Oversight)*

*(cf. 0420.43 - Charter School Revocation)*

*(cf. 0500 - Accountability)*

The Board shall deny the renewal petition of any charter school operated as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code 47604)

When a charter school, concurrently with its renewal petition, proposes to expand operations to one or more additional sites or grade levels, the charter school shall request a material revision to its charter. The material revision may be made only with the approval of the Board and in accordance with the standards and criteria in Education Code 47605 for material revisions. (Education Code 47607)

The Board recommends that a charter school submit its petition for renewal to the Board sufficiently early before the expiration of the term of the charter to allow the Board's deliberations and decision on the renewal petition to be completed with minimal disruption to the charter school's educational program in the renewal year.

The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. (Education Code 47607; 5 CCR 11966.4)

**Criteria for Granting or Denying Renewal**

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. However, a charter renewal shall not be denied based on the fiscal impact of the charter school on the district or a finding that the charter school is unlikely to serve the interests of the entire community in which the school is located, as described in Education Code 47605. (Education Code 47607)

The signature requirement for charter authorization petitions is not applicable to petitions for renewal. (Education Code 47607)



**CHARTER SCHOOL RENEWAL** (continued)

In determining whether to grant a charter renewal, the Board shall review both schoolwide performance and the performance of numerically significant student subgroups on the state and local indicators included in the California School Dashboard, giving greater weight to performance on measurements of academic performance. If the Dashboard indicators are not yet available for the most recently completed academic year before renewal, the Board shall consider verifiable data provided by the charter school related to the Dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year. The Board shall only consider data from sources adopted by SBE. (Education Code 47607, 47607.2)

Following the Board's review, a renewal of the charter petition may be granted in accordance with a three-tiered system based on school performance, as follows:

## 1. Renewal of Five to Seven Years

- a. A charter school that is not eligible for technical assistance pursuant to Education Code 47607.3 shall be granted renewal for a period of five to seven years when, for two consecutive years immediately preceding the renewal, or for two of the three years immediately preceding the renewal for any renewal submitted in the 2020-21 or 2021-22 school year, the charter school achieved either of the following: (Education Code 47607)
  - (1) Received the two highest performance levels schoolwide on all the state indicators included in the Dashboard for which the charter school receives performance levels, provided the charter school has schoolwide performance levels on at least two measurements of academic performance per year in each of the two years
  - (2) For all measurements of academic performance, received performance levels schoolwide that are the same or higher than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average, provided that the charter school has performance levels on at least two measurements of academic performance for at least two subgroups
- b. If the charter school satisfies the above criteria, it shall only be required to update the renewal petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and, as necessary, to reflect the current program offered by the charter school. (Education Code 47607)

## 2. Renewal of Five Years

**CHARTER SCHOOL RENEWAL** (continued)

- a. A renewal shall be granted for five years if clear and convincing evidence, demonstrated by verified data, shows either of the following: (Education Code 47607.2)
    - (1) Measurable increases in academic achievement, as defined by at least one year's progress for each year in school
    - (2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers
  - b. For any such charter school, the Board may deny the renewal petition upon making written factual findings that the charter school failed to meet or make sufficient progress toward meeting standards that provide a benefit to students at the school, that the closure of the charter school is in the best interest of students, and that the Board's decision provided greater weight to performance on measurements of academic performance. (Education Code 47607.2)
3. Denial/Two-Year Renewal
- a. The Board shall generally not renew a charter if, for two consecutive years immediately preceding the renewal decision, or for two of the three years immediately preceding the renewal for any renewal submitted in the 2020-21 or 2021-22 school year, either of the following applies: (Education Code 47607.2)
    - (1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels, provided the charter school has schoolwide performance levels on at least two measurements of academic performance per year in each of the two years
    - (2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average, provided that the charter school has performance levels on at least two measurements of academic performance for at least two subgroups
  - b. However, the Board may grant a two-year renewal to any such charter school if the Board makes written factual findings, setting forth specific facts to support the findings, that: (Education Code 47607.2)

**CHARTER SCHOOL RENEWAL** (continued)

- (1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.
- (2) There is clear and convincing evidence, demonstrated by verified data, showing achievement of the criteria specified in item #2a above

In addition to all the grounds stated above for denial of a charter renewal, the Board may deny renewal of a charter upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or a finding that the school is not serving all students who wish to attend. When denying a charter renewal for either of these reasons, the Board shall provide the charter school at least 30 days' notice of the alleged violation and a reasonable opportunity to cure the violation, including the submission of a proposed corrective action plan. The Board may deny the renewal for these reasons only upon a finding that either the corrective action proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. Any finding that a school is not serving all students who wish to attend shall specifically identify the evidence supporting the finding. (Education Code 47607)

A charter school that qualifies for the state's Dashboard Alternative School Status shall not be subject to any of the above criteria. Instead, in determining whether to grant a charter renewal for such a charter school, the Board shall consider, in addition to the charter school's performance on the state and local indicators included in the Dashboard, the charter school's performance on alternative metrics applicable to the charter school based on the student population served. The Board shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The Board may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of students. (Education Code 47607)

**Timelines for Board Action**

Within 60 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school, determine the level of support for the petition, and obtain public input. A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605)

## **CHARTER SCHOOL RENEWAL** (continued)

The Board shall either grant or deny the charter renewal within 90 days of receiving the petition. The date may be extended by an additional 30 days if both the petitioner and the Board agree to the extension. (Education Code 47605)

At least 15 days before the public hearing at which the Board will grant or deny the charter petition, the Board shall publish all staff recommendations and recommended findings regarding the petition. During the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings. (Education Code 47605)

If the Board fails to make a written factual finding when required for denial of the petition pursuant to the section "Criteria for Granting or Denying Renewal" above within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition. (5 CCR 11966.4)

The Superintendent or designee shall provide notification to CDE, within 10 calendar days of the Board's action, whenever a renewal of the charter is granted or denied. (Education Code 47604.32; 5 CCR 11962.1)

If the Board denies a renewal petition, the charter school may submit its application for renewal to the County Board within 30 days of the Board's written factual findings supporting the denial. (Education Code 47605, 47607.5)

### **School Closure**

If a charter is not renewed and the charter school ceases operation, the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962 shall be implemented. (Education Code 47604.32, 47605)

*Legal Reference: (see next page)*

## CHARTER SCHOOL RENEWAL (continued)

### *Legal Reference:*

#### EDUCATION CODE

47600-47616.7 *Charter Schools Act of 1992*

52052 *Definition of numerically significant student subgroup*

56145-56146 *Special education services in charter schools*

60600-60649 *Assessment of academic achievement*

#### CODE OF REGULATIONS, TITLE 5

11962-11962.1 *Definitions*

11966.4 *Submission of charter renewal petition*

11966.5 *Charter petitions that have not been renewed; submission to county board of education*

#### UNITED STATES CODE, TITLE 20

7223-7225 *Charter schools*

### *Management Resources:*

#### CSBA PUBLICATIONS

*The Role of the Charter School Authorizer, Online Course*

*Charter Schools: A Guide for Governance Teams, rev. 2016*

#### WEB SITES

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

California Charter Authorizing Professionals: <https://calauthorizers.org>

California Charter Schools Association: <https://www.ccsa.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/ch>

National Association of Charter School Authorizers: <https://www.qualitycharters.org>

U.S. Department of Education: <http://www.ed.gov>

**TRANSFER OF FUNDS**

The Governing Board recognizes its responsibility to monitor the district's fiscal practices to ensure accountability regarding the expenditure of public funds and compliance with legal requirements.

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 3100 - Budget)*

*(cf. 3400 - Management of District Assets/Accounts)*

*(cf. 3460 - Financial Reports and Accountability)*

The total amount budgeted by the district for each major classification of expenditures, as listed in the California Department of Education's budget forms, shall be the maximum amount which the district may expend for that classification for the school year. (Education Code 42600)

However, when it is in the best interest of the district, the Board may:

1. At any time, adopt a written resolution providing for transfers from the designated fund balance or the unappropriated fund balance to any expenditure classification or between classifications. The resolution shall be filed with the County Superintendent of Schools and the County Auditor. (Education Code 42600)

*(cf. 9323.2 - Actions by the Board)*

2. Direct the temporary transfer of monies held in any district fund or account to another fund or account as necessary for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum amount held in any fund or account during the current fiscal year may be transferred. Amounts transferred shall be repaid 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. (Education Code 42603)

For the 2020-21 and 2021-22 fiscal years only, if the state defers any payments owed to districts, the Board may direct the temporary transfer of up to 85 percent of the maximum amount held in any fund or account during the current fiscal year for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. Prior to exercising this authority, the Board shall hold a public hearing and adopt a resolution authorizing such transfer. (Education Code 42603.1)

3. At the close of a school year, request that the County Superintendent make transfers between the designated fund balance or the unappropriated fund balance and any

**TRANSFER OF FUNDS** (continued)

- expenditure classification(s), or balance any expenditure classifications of the district budget as necessary for the payment of obligations incurred during that school year. (Education Code 42601)
4. If any special reserve funds that are maintained for capital outlay or other purposes pursuant to Education Code 42842 are not actually encumbered for ongoing expenses, transfer those monies into the general fund for the general operating purposes of the district. If any monies remain in the special reserve fund at the conclusion of a project, the Board may submit a written request to the County Superintendent, Auditor, and Treasurer to discontinue the special reserve fund and transfer those monies to the district's general fund. (Education Code 42841-42843)
  5. Transfer monies between other funds or accounts when authorized by law.

*Legal Reference:*EDUCATION CODE*78 Definition, governing board**5200 Districts governed by boards of education**16095 Transfer of district funds to district state school building fund**41010 California School Accounting Manual**41301 Section A state school fund allocation schedule**42125 Designated and unappropriated fund balances**42238-42251 Apportionments to districts, especially:**42238.01-42238.07 Local control funding formula**42600 District budget limitation on expenditure**42601 Transfers between funds to permit payment of obligations at close of year**42603 Temporary Transfer of monies held in any fund or account to another fund; repayment**42603.1 Temporary transfer of monies held in any fund or account to another fund; state deferrals; fiscal years 2020-21 and 2021-22**42840-42843 Special reserve fund**52616.4 Expenditures from adult education fund**Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSCalifornia School Accounting ManualWEB SITESCSBA: <http://www.csba.org>California Department of Education: <http://www.cde.ca.gov>Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

**FEDERAL GRANT FUNDS**

The Governing Board recognizes the district's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. The district shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 2 CFR 200.0-200.521 and any stricter state laws and district policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program.

The Superintendent or designee shall ensure that the district's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in district accounts of each federal award received and expended and the federal program under which it was received

*(cf. 3100 - Budget)*

2. Accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.328 and 200.329

*(cf. 3460 - Financial Reports and Accountability)*

3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, financial obligations, unobligated balances, assets, expenditures, income, and interest

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

4. Effective control over and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes
5. Comparison of actual expenditures with budgeted amounts for each federal award
6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305
7. Written procedures for determining the allowability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

*(cf. 3400 - Management of District Assets/Accounts)*



**FEDERAL GRANT FUNDS (continued)**

The Superintendent or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that the district can prepare reliable financial statements and federal reports, maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

*(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)*

*(cf. 3440 - Inventories)*

*(cf. 3512 - Equipment)*

All staff involved in the administration or implementation of programs and activities supported by federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

The district shall submit financial and performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost-effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted no later than 120 calendar days after the ending date of the grant. (2 CFR 200.301, 200.328, 200.329)

*(cf. 0500 - Accountability)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference: (see next page)*

**FEDERAL GRANT FUNDS (continued)**

*Legal Reference:*

EDUCATION CODE

42122-42129 Budget requirements

64001 School plan for student achievement, consolidated application programs

CODE OF FEDERAL REGULATIONS, TITLE 2

180.220 Amount of contract subject to suspension and debarment rules

200.0-200.521 Federal uniform grant guidance, especially:

200.1-200.99 Definitions

200.100-200.113 General provisions

200.317-200.326 Procurement standards

200.327-200.329 Monitoring and reporting

200.333-200.337 Record retention

200.400-200.475 Cost principles

200.500-200.521 Audit requirements

CODE OF FEDERAL REGULATIONS, TITLE 34

76.730-76.731 Records related to federal grant programs

CODE OF FEDERAL REGULATIONS, TITLE 48

2.101 Federal acquisition regulation; definitions

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*California Department of Education Audit Guide*

*California School Accounting Manual*

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

*Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

*Questions and Answers Regarding 2 CFR Part 200*

WEB SITES

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

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Office of Management and Budget, Uniform Guidance: <https://www.whitehouse.gov/omb>

State Controller's Office: <http://www.sco.ca.gov>

System for Award Management (SAM): <http://www.sam.gov/SAM>

U.S. Department of Education: <http://www.ed.gov>

U.S. Government Accountability Office: <http://www.gao.gov>

**FEDERAL GRANT FUNDS**

To ensure the lawful expenditure of any federal formula or discretionary grant funds awarded to the district, the Superintendent or designee shall comply with the requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (the "Uniform Guidance"), as contained in 2 CFR 200.0-200.521 and Appendices I-XII.

**Allowable Costs**

Prior to obligating or spending any federal grant funds, the Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the award. The Superintendent or designee shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

*(cf. 3350 - Travel Expenses)*

The Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

*(cf. 3300 - Expenditures and Purchases)*

*(cf. 3314 - Payment for Goods and Services)*

**Period of Performance**

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 120 calendar days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.344)

**Procurement**

When procuring goods and services with a federal grant, the Superintendent or designee shall comply with the standards contained in 2 CFR 200.317-200.327 and Appendix II of Part 200, and with any applicable state bidding or procurement law or district policy that is more restrictive.

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

**FEDERAL GRANT FUNDS** (continued)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold established by the district in accordance with 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)
2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320)
3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law and AR 3311 - Bids, unless exempt from bidding under the law.

*(cf. 3311 - Bids)*

4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

*(cf. 3312 - Contracts)*

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available exclusively from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)
6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. *Time and materials type contract* means a contract for which the cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (2 CFR 200.318)

**FEDERAL GRANT FUNDS (continued)**

For any purchase of \$25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. (2 CFR 180.220, 200.214)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.327)

**Capital Expenditures**

The Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.313, 200.439)

**Conflict of Interest**

Governing Board members, district employees, and other district representatives shall not participate in the selection, award, or administration of a contract supported by federal funds if they have a real or apparent conflict of interest, such as when they or a member of their

**FEDERAL GRANT FUNDS** (continued)

immediate family, their partner, or an organization which employs or is about to employ any of them has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in the selection, award, and administration of contracts shall also comply with BB 9270 - Conflict of Interest.

*(cf. 9270 - Conflict of Interest)*

Persons involved in the selection, award, or administration of a contract supported by federal funds shall be subject to discipline for any violation of conflict of interest standards. (2 CFR 200.318)

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 4218.1 - Dismissal/Suspension/Disciplinary Action (Merit System))*

**Cash Management**

The Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project. Except under specified conditions, the district shall maintain the advance payments in an interest-bearing account. The district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

**FEDERAL GRANT FUNDS** (continued)**Personnel**

All district employees who are paid in full or in part with federal funds shall document the amount of time they spend on grant activities. Such records shall be incorporated into the official records of the district and shall be subject to a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated in accordance with 2 CFR 200.430. (2 CFR 200.430)

Salaries and wages of employees whose salary is paid with state or local funds but are used to meet a cost-sharing or matching requirement of the federal grant shall be documented in the same manner as salaries and wages claimed for reimbursement under a federal grant. (2 CFR 200.430)

**Records**

Except as otherwise provided in 2 CFR 200.334, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.334)

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

**Audits**

Whenever the district expends \$750,000 or more in federal grant funds during a fiscal year, it shall arrange for either a single audit or a program-specific audit in accordance with 2 CFR 200.507 or 200.514. (2 CFR 200.501)

The Superintendent or designee shall ensure that the audit meets the requirements specified in 2 CFR 200.500-200.521.

Specified records pertaining to the audit of federal funds expended by the district shall be transmitted to the clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit period, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (2 CFR 200.512)

**FEDERAL GRANT FUNDS** (continued)

In the event that the audit identifies any deficiency, the Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that the audit finding is invalid or does not warrant action. (2 CFR 200.26, 200.508, 200.511)



**LEASE-LEASEBACK CONTRACTS**

The district may lease currently owned district property to any person, firm, or corporation for a minimum of \$1 per year for a term not to exceed 99 years, as long as the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease-leaseback"). (Education Code 17403, 17406)

*(cf. 3280 - Sale or Lease of District-Owned Real Property)*  
*(cf. 3312 - Contracts)*

Before the district enters into such a lease or agreement, it shall have available a site upon which a building may be constructed for use by the district, shall have complied with requirements related to the selection and approval of sites, and shall have prepared and adopted plans and specifications for the building that have been approved in accordance with Education Code 17280-17316. (Education Code 17402)

*(cf. 7150 - Site Selection and Development)*

**Procedures for Awarding the Contract**

The district's intent to enter into a lease-leaseback contract may be described in a resolution adopted by the Governing Board which includes, but is not be limited to, a description of the available site and the building to be constructed, the amount and term of the lease, and where to obtain information about the procedures for submitting a proposal.

Any lease-leaseback contract shall be awarded through a competitive "best value" procurement process whereby a person, firm, or corporation is selected on the basis of objective criteria for evaluating the qualifications of proposers, with the resulting selection representing the best combination of price and qualifications. (Education Code 17400, 17406)

To make this determination, the district shall use the following procedures: (Education Code 17406; Public Contract Code 2600)

1. **Request for Sealed Proposals:** The Superintendent or designee shall prepare a request for sealed proposals which shall include:
  - a. An estimate of the project's price
  - b. A clear, precise description of any preconstruction services that may be required and the facilities to be constructed
  - c. The key elements of the contract to be awarded
  - d. A description of the format that proposals shall follow and the elements they shall contain

**LEASE-LEASEBACK CONTRACTS (continued)**

- e. The standards the district will use in evaluating proposals and the qualifications of the proposers, including:
    - (1) Relevant experience
    - (2) Safety record
    - (3) Price proposal, including, at the district's discretion, either a lump-sum price for the contract to be awarded or the proposer's proposed fee to perform the services requested, including the proposer's proposed fee to perform preconstruction services or any other work related to the facilities to be constructed, as requested by the district
    - (4) Whether each criterion will be evaluated on a pass-fail basis or will be scored as part of the "best value" score, and whether proposers must achieve any minimum qualification score for award of the contract
    - (5) For each scored criterion, the methodology and rating or weighting system that will be used by the district in evaluating the criterion, including the weight assigned to the criterion and any minimum acceptable score
    - (6) Other factors established by the district
  - f. The date on which proposals are due
  - g. The timetable the district will follow in reviewing and evaluating proposals
  - h. A statement that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603
2. **Notice:** At least 10 days before the date for receipt of the proposals, the Superintendent or designee shall give notice of the request for sealed proposals using both of the following methods:
- a. Providing notice at least once a week for two weeks in a local newspaper of general circulation pursuant to Public Contract Code 20112
  - b. Providing notice in a trade paper of general circulation published in the county where the project is located

The Superintendent or designee also may post the notice on the district's web site or through an electronic portal.

**LEASE-LEASEBACK CONTRACTS (continued)**

3. **Prequalification:** A proposer shall be prequalified in accordance with Public Contract Code 20111.6(b)-(m) in order to submit a proposal. Any electrical, mechanical, and plumbing subcontractors shall be subject to the same prequalification requirements.

*(cf. 3311 - Bids)*

4. **Evaluation of Proposals:** All proposals received shall be reviewed to determine whether they meet the format requirements and the standards specified in the request for sealed proposals. The district shall evaluate the qualifications of the proposers based solely upon the criteria and evaluation methodology set forth in the request for sealed proposals, and shall assign a best value score to each proposal. Once the evaluation is complete, all responsive proposals shall be ranked from the highest best value to the lowest best value to the district.
5. **Award of Contract:** The award of the contract shall be made by the Board to the responsive proposer whose proposal is determined, in writing by the Board, to be the best value to the district.

If the selected proposer refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the second highest best value score, if deemed in the best interest of the district. If that proposer then refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the third highest best value score.

Upon issuance of a contract award, the district shall publicly announce its award, identifying the entity to which the award is made, along with a statement regarding the basis of the award. The statement regarding the contract award and the contract file shall provide sufficient information to satisfy an external audit.

6. **Rejection of Proposals:** At its discretion, the Board may reject all proposals and request new proposals.

Any lease-leaseback agreement shall be reviewed by the district's legal counsel to ensure that all required terms, including a lease term that provides for the district's occupancy of the building or improved property during the lease and an appropriate financing component, are included in the agreement.

**Skilled and Trained Workforce**

Prior to entering into a lease-leaseback agreement, the Superintendent or designee shall have on file the contractor's enforceable commitment that the contractor and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or

**LEASE-LEASEBACK CONTRACTS (continued)**

contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17407.5; Public Contract Code 2602)

*Skilled and trained workforce* means that all the workers performing the work are either skilled journeypersons or apprentices registered in a state-approved apprenticeship program. At least 60 percent of the skilled journeypersons employed to perform the work shall be graduates of an apprenticeship program for the applicable occupation or at least 60 percent of the hours worked by skilled journeypersons shall be performed by graduates of an apprenticeship program, with the exception of certain occupations specified in Public Contract Code 2601 which are subject to a 30 percent threshold. (Public Contract Code 2601)

If the contractor fails to provide the monthly report demonstrating compliance with the skilled and trained workforce requirements or provides an incomplete report, the district shall withhold further payments until a complete report is provided. If a report does not demonstrate compliance with the skilled and trained workforce requirements, the district shall withhold further payments until the contractor provides a sufficient plan to achieve substantial compliance with respect to the relevant apprenticeable occupation, prior to completion of the contract or project. In addition, the district shall forward to the Labor Commissioner a copy of the monthly report, any plan to achieve compliance, and the district's response to that plan. (Public Contract Code 2602)

*(cf. 9124 - Attorney)*

*Legal Reference: (see next page)*

**LEASE-LEASEBACK CONTRACTS (continued)**

*Legal Reference:*

EDUCATION CODE

17280-17316 *Construction of school buildings; approvals*

17400-17429 *Leasing property, especially:*

17400 *Definitions*

17403 *Term of lease or agreement*

17406 *Lease-leaseback contract*

17407.5 *Use of a skilled and trained workforce*

PUBLIC CONTRACT CODE

2600-2603 *Skilled and trained workforce requirements*

20111.6 *Prequalification procedures*

20112 *Notices*

COURT DECISIONS

*McGee v. Balfour Beatty Construction, LLC, et al.* (2016) 247 Cal. App. 4th 235

*Davis v. Fresno Unified School District*, (2015) 237 Cal.App.4th 261

*Management Resources:*

WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

**DESIGN-BUILD CONTRACTS**

The Governing Board may approve a contract with a single entity for both design and construction of any school facility in excess of \$1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria. (Education Code 17250.20)

*(cf. 3311 - Bids)*

*(cf. 3312 - Contracts)*

*(cf. 7110 - Facilities Master Plan)*

*(cf. 7140 - Architectural and Engineering Services)*

Design-build documents shall not include provisions for long-term project operations, but may include operations during a training or transition period. (Education Code 17250.25)

**Procedures for Awarding the Contract**

The procurement process for design-build projects shall be as follows: (Education Code 17250.25, 17250.35; Public Contract Code 2600)

1. **Performance Specifications:** The district shall prepare a set of documents setting forth the scope and estimated price of the project. The documents may include, but are not limited to:
  - a. The size, type, and desired design character of the project
  - b. Performance specifications that cover the quality of materials, equipment, and workmanship
  - c. Preliminary plans or building layouts
  - d. Any other information deemed necessary to describe adequately the district's needs

The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. **Prequalification:** The district shall prepare and issue a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection. The request for qualifications shall include, but is not limited to, all of the following elements:
  - a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity

**DESIGN-BUILD CONTRACTS** (continued)

- b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction expertise, acceptable safety record, and all other non-price-related factors
- c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25
- d. A notice that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603

The district also may identify specific types of subcontractors that must be included in the statement of qualifications and proposal.

3. **Request for Proposals:** The district shall prepare a request for proposals (RFP) that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district. The RFP shall include the information identified in items #2a, 2b, and 2d above and the relative importance or weight assigned to each of the factors. If the district uses a best value selection method for a project, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the request for proposals and shall publish separately or incorporate into the request for proposals applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.
4. **Selection Based on Low Bid:** For those projects utilizing low bid as the final selection method, the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder.
5. **Selection Based on Best Value:** For those projects utilizing best value as a selection method, the following procedures shall be used:
  - a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the request for proposals. Criteria shall be weighted as deemed appropriate by the district and shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years.
  - b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked.

**DESIGN-BUILD CONTRACTS (continued)**

- c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public.
- d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award. This statement and the contract file shall provide sufficient information to satisfy an external audit.

**Skilled and Trained Workforce**

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17250.25; Public Contract Code 2602)

*Skilled and trained workforce* means that all the workers performing the work are either skilled journeypersons or apprentices registered in a state-approved apprenticeship program. At least 60 percent of the skilled journeypersons employed to perform the work shall be graduates of an apprenticeship program for the applicable occupation or at least 60 percent of the hours worked by skilled journeypersons shall be performed by graduates of an apprenticeship program, with the exception of certain occupations specified in Public Contract Code 2601 which are subject to a 30 percent threshold. (Public Contract Code 2601)

If the contractor fails to provide the monthly report demonstrating compliance with the skilled and trained workforce requirements or provides an incomplete report, the district shall withhold further payments until a complete report is provided. If a report does not demonstrate compliance with the skilled and trained workforce requirements, the district shall withhold further payments until the contractor provides a sufficient plan to achieve substantial compliance with respect to the relevant apprenticeable occupation, prior to completion of the contract or project. In addition, the district shall forward to the Labor Commissioner a copy of the monthly report, any plan to achieve compliance, and the district's response to that plan. (Public Contract Code 2602)

*Legal Reference: (see next page)*



**DESIGN-BUILD CONTRACTS (continued)**

*Legal Reference:*

EDUCATION CODE

17250.10-17250.55 *Design-build contracts*

PUBLIC CONTRACT CODE

2600-2603 *Skilled and trained workforce requirements*

*Management Resources:*

WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

California Department of Education, Facilities: <http://www.cde.ca.gov/lis/fa>

**CLAIMS AND ACTIONS AGAINST THE DISTRICT**

Any claim against the district for money or damages shall be filed and acted upon in accordance with the Government Claims Act (Government Code 810-996.6) or other applicable law. Claims that are specifically excepted from the Government Claims Act by Government Code 905 and are not governed by any other statute or regulation may be filed and acted upon in accordance with district-established procedures pursuant to Government Code 935.

Unless otherwise provided by law, a written claim shall be presented to and acted upon by the Governing Board in accordance with such procedures prior to filing a lawsuit against the district for money or damages.

**Time Limitations**

The following time limitations apply to the presentation of claims for money or damages against the district:

1. Claims relating to a cause of action for death or for injury to a person, personal property, or growing crops shall be presented to the Board not later than six months after the accrual of the cause of action. (Government Code 911.2)
2. Claims relating to any other cause of action subject to the Government Claims Act shall be filed not later than one year after the accrual of the cause of action. (Government Code 911.2)
3. Claims relating to childhood sexual assault and other causes of action which are specifically excepted from the Government Claims Act by Government Code 905 but are subject to a claims presentation procedure in another statute or regulation shall be presented to the Board in accordance with the applicable governing statute or regulation. (Government Code 905)

*(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)*

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

4. Claims relating to any cause of action which is specifically excepted from the Government Claims Act by Government Code 905 but is not governed by any other claim presentation statute or regulation shall be presented to the Board within the time limits specified in items #1 and 2 above, depending on the applicable cause of action. (Government Code 911.2, 935)

**Receipt of Claims**

A claim shall be deemed presented and received when delivered to the district office or deposited in a post office, mailbox, sub-post office, substation, mail chute, or other similar

**CLAIMS AND ACTIONS AGAINST THE DISTRICT** (continued)

facility maintained by the U.S. government, in a sealed envelope properly addressed to the district office with postage paid, or when otherwise actually received in the district office or by the Board secretary or clerk. (Government Code 915, 915.2)

A claim may be submitted electronically in the manner specified by the Superintendent or designee. (Government Code 915, 915.2)

Upon receipt of a claim against the district pursuant to the Government Claims Act, the Superintendent or designee shall promptly provide written notice to the district's joint powers authority or insurance carrier in accordance with the applicable conditions of coverage.

**Review of Contents of the Claim**

The Superintendent or designee shall review any claim received to ensure that the claim contains all of the following information as specified in Government Code 910 and 910.2:

1. The name and post office address of the claimant
2. The post office address to which the person presenting the claim desires notices to be sent
3. The date, place, and other circumstances of the occurrence or transaction which gave rise to the claim asserted
4. A general description of the indebtedness, obligation, injury, damage, or loss incurred insofar as it may be known at the time of presentation of the claim
5. The name(s) of the district employee(s) causing the injury, damage, or loss, if known
6. The amount claimed if it totals less than \$10,000, including the estimated amount of any prospective injury, damage, or loss, insofar as it may be known at the time of the claim, together with the basis of computation of the amount claimed. If the amount claimed exceeds \$10,000, the dollar amount shall not be included in the claim and the claimant shall indicate whether the claim is a limited civil case of \$25,000 or less.
7. The signature of the claimant or the person acting on the claimant's behalf

**Notice of Claim Insufficiency**

If a claim is found insufficient or not to satisfy the form requirements under Government Code 910 and 910.2, the Board or its designee shall, within 20 days of receipt of the claim, provide a notice in the manner specified in Government Code 915.4 that states the particular defects or omission in the claim. (Government Code 910.8, 915.4)

**CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)**

The Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code 910.8)

**Amendment to Claims**

Within the time limits provided in the section "Time Limitations" above or prior to final action by the Board, whichever is later, a claim may be amended if, as amended, it relates to the same transaction or occurrence which gave rise to the original claim. (Government Code 910.6)

**Late Claims**

When a claim that is required to be presented not later than six months after the accrual of the cause of action, as specified in the section "Time Limitations" above, is not presented within that time, an application to present a late claim may be presented to the Board, in the manner specified in Government Code 915 and 915.2, within a reasonable time not to exceed one year after the accrual of the cause of action. The application shall include the proposed claim and shall state the reason for the delay in presenting the claim. (Government Code 911.4, 915, 915.2)

If the claim is presented late and is not accompanied by an application to present a late claim, the Board or its designee may, within 45 days, give written notice that the claim was not presented timely and that it is being returned without further action. (Government Code 911.3)

The Board shall grant or deny the application to present a late claim within 45 days after it is presented. This 45-day period may be extended by written agreement of the claimant and the Board provided that such agreement is made before the expiration of the 45-day period. (Government Code 911.6)

The Board shall grant the application to present a late claim where one or more of the following conditions are applicable: (Government Code 911.6)

1. The failure to present the claim was through mistake, inadvertence, surprise, or excusable neglect and the district was not prejudiced in its defense regarding the claim by the claimant's failure to present the claim within the time limit.
2. The person who sustained the alleged injury, damage, or loss was a minor during all of the time specified for presentation of the claim.

**CLAIMS AND ACTIONS AGAINST THE DISTRICT** (continued)

3. The person who sustained the alleged injury, damage, or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason the person failed to present the claim.
4. The person who sustained the alleged injury, damage, or loss died before the expiration of the time specified for the presentation of the claim.

If the application to present a late claim is denied, the claimant shall be given notice in substantially the same form as set forth in Government Code 911.8 and in the manner specified in Government Code 915.4. (Government Code 911.8, 915.4)

If the Board does not take action on the application to present a late claim within 45 days, the application shall be deemed to have been denied on the 45th day unless the time period has been extended, in which case it shall be denied on the last day of the period specified in the extension agreement. (Government Code 911.6)

**Action on Claims**

Within 45 days after the presentation or amendment of a claim, the Board shall take action on the claim. This time limit may be extended by written agreement between the district and the claimant before the expiration of the 45-day period. If the 45-day period has expired, the time limit may be extended if legal action has not commenced or been barred by legal limitations. (Government Code 912.4)

The Board may act on the claim in one of the following ways: (Government Code 912.4, 912.6)

1. If the Board finds that the claim is not a proper charge against the district, the claim shall be rejected.
2. If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the claim shall be allowed.
3. If the Board finds that the claim is a proper charge against the district but is for an amount greater than is justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance.
4. If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim.
5. If the Board takes no action on the claim, the claim shall be deemed rejected.

**CLAIMS AND ACTIONS AGAINST THE DISTRICT** (continued)

If the Board allows the claim in whole or in part or compromises the claim and the claimant accepts the amount allowed or offered to settle the claim, the Board may require the claimant to accept it in settlement of the entire claim. (Government Code 912.6)

The Board or its designee shall transmit to the claimant written notice of action taken or of inaction which is deemed rejection. The notice shall be in the form set forth in Government Code 913 and shall be provided in the manner specified in Government Code 915.4. (Government Code 913, 915.4)

**STUDENT ACTIVITY FUNDS**

The Governing Board recognizes that student organizations can provide students with an opportunity to conduct worthwhile cocurricular activities while helping students learn about effective financial practices and develop leadership and management skills. To that end, the Board may approve the formation of associated student body organizations which are composed entirely of students, operate under the oversight of the principal or other district-employed advisor, and are subject to the control and regulation of the Board. Student organizations may raise and spend funds to support activities that promote the general welfare, morale, and educational experiences of the student body.

*(cf. 1230 - School Connected Organizations)*  
*(cf. 6145 - Extracurricular and Cocurricular Activities)*  
*(cf. 6145.5 - Student Organizations and Equal Access)*

**Fundraising**

At the beginning of each school year, each principal or designee shall submit to the Superintendent or designee a list of the fundraising events that each student organization proposes to hold that year. The Superintendent or designee shall review the proposed events and determine whether the events contribute to the educational experience and do not conflict with or detract from the school's educational program. When reviewing proposed events, the Superintendent or designee shall consider the effects of the activities on student health and safety, evaluate the risk of liability to the district, and ensure that the proposed activities are in compliance with law, Board policy, and administrative regulation.

*(cf. 1321 - Solicitation of Funds from and by Students)*  
*(cf. 3290 - Gifts, Grants and Bequests)*  
*(cf. 3530 - Risk Management/Insurance)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 5142 - Safety)*  
*(cf. 5143 - Insurance)*

Fundraising events that involve the sale of food and/or beverages shall comply with applicable state and/or federal nutrition standards and BP/AR 3554 - Other Food Sales. If the fundraising event involves the sale of noncompliant food and/or beverages, it shall not take place from midnight until at least one-half hour after the end of the school day, or not be conducted on school premises.

*(cf. 3554 - Other Food Sales)*

**Management and Reporting of Funds**

Student body funds shall be managed in accordance with law, regulations, Board policies, and sound business procedures designed to encourage the largest possible educational return to students without sacrificing the security of funds.

**STUDENT ACTIVITY FUNDS** (continued)

The Superintendent or designee shall develop internal control procedures to safeguard the organization's assets, promote the success of fundraising ventures, provide reliable financial information, protect employees and volunteers from accusations of impropriety, and reduce the risk and promote the detection of fraud and abuse. These procedures shall detail the oversight of activities and funds including, but not limited to, the appropriate role and provision of training for staff and students, parameters for events on campus, appropriate and prohibited uses of funds, and accounting and record-keeping processes, including procedures for handling questionable expenditures.

*(cf. 3400 - Management of District Assets/Accounts)*

The principal or designee shall be responsible for the proper conduct of all student organization financial activities. The budget adopted by the student body organization should serve as the financial plan for the school year and shall be submitted to the Superintendent or designee at the beginning of each school year. The Superintendent or designee shall monitor the budget and periodically review the organization's use of funds to ensure compliance with the district's internal control procedures.

Funds derived from the student body shall be expended according to procedures established by the student organization. All expenditures must be approved by a Board-designated employee or official, the certificated employee who is the designated student organization advisor, and a student organization representative. (Education Code 48933)

When student body funds are expended for equipment, supplies, or activities that support the district's athletic program, the Superintendent or designee shall ensure that the expenditures are aligned with the district's commitment to provide equitable opportunities for males and females.

*(cf. 6145.2 - Athletic Competition)*

Because of the district's administrative and/or direct financial involvement in the assets of the student organization, the student activity fund shall be reported within the district's fund in accordance with Governmental Accounting Standards Board Statement 84.

The Board shall provide an annual audit of student organization accounts by a certified public accountant or licensed public accountant. The cost of the audit shall be paid from district funds. (Education Code 41020)

*(cf. 3460 - Financial Reports and Accountability)*

*Legal Reference: (see next page)*



**STUDENT ACTIVITY FUNDS (continued)**

*Legal Reference:*

EDUCATION CODE

35182.5 *Non-nutritious foods and beverages, vending machines*

35564 *Funds, obligations of the student body*

41020 *Requirement for annual audit*

48930-48938 *Student body organization*

49431 *Sale of food, elementary school*

49431.2 *Sale of food, middle and high schools*

49431.5 *Sale of beverages, elementary, middle, and high schools*

51520 *School premise, prohibited solicitations*

51521 *Fundraising projects*

CODE OF REGULATIONS, TITLE 5

4922 *Nondiscrimination in intramural, interscholastic, and club activities*

15500 *Food sales, elementary schools*

15501 *Food sales, middle high schools and junior high schools*

CODE OF FEDERAL REGULATIONS, TITLE 34

106.41 *Nondiscrimination in athletic programs*

COURT DECISIONS

*Prince v. Jacoby, (2002) 303 F.3d 1074*

*Management Resources:*

FISCAL CRISIS MANAGEMENT AND ASSISTANCE TEAM PUBLICATIONS

*Fiscal Alert: GASB 84 and Its Impact on Associated Student Body Accounts, May 2020*

*Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference, 2015*

GOVERNMENTAL ACCOUNTING STANDARDS BOARD PUBLICATIONS

*Implementation Guide No. 2019-2, Fiduciary Activities, June 2019*

*Statement No. 84, January 2017*

WEB SITES

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

*Fiscal Crisis Management and Assistance Team: <http://www.fcmat.org>*

*Governmental Accounting Standards Board: [www.gasb.org](http://www.gasb.org)*

**CONSULTANTS**

The Governing Board authorizes the use of consultants and other independent contractors to provide expert professional advice or specialized technical or training services which are not needed on a continuing basis and which cannot be provided by district staff because of limitations of time, experience, or knowledge. Individuals, firms, or organizations employed as independent contractors may assist management with decisions and/or project development related to financial, economic, accounting, engineering, legal, administrative, instructional, or other matters.

*(cf. 3551 - Food Service Operations/Cafeteria Fund)*

As part of the contract process, the Superintendent or designee shall determine that the individual, firm, or organization is properly classified as an independent contractor.

A person providing labor or services for remuneration shall be considered an employee rather than an independent contractor unless the district is able to demonstrate that all of the following conditions have been met: (Labor Code 2775)

1. The person is free from the control and direction of the district in connection with the performance of the work.
2. The person is performing work that is outside the usual course of the district providing educational services.
3. The person is customarily engaged in an independently established trade, occupation, or business of the same nature as the work to be performed.

The determination of whether an individual acting as a sole proprietor or a firm or other business organization is an independent contractor shall be made in accordance with Labor Code 2775-2785, as applicable.

All consultant contracts shall be brought to the Board for approval.

*(cf. 3311 - Bids)*

*(cf. 3312 - Contracts)*

*(cf. 4132/4232/4332 - Publication or Creation of Materials)*

All qualified independent contractors shall be accorded equal opportunity for contracts regardless of actual or perceived race, ethnicity, color, national origin, ancestry, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran or military status, sex, sexual orientation, gender, gender identity, gender expression, immigration status, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 220; Government Code 12940)

**CONSULTANTS (continued)**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 0415 - Equity)*

*(cf. 4030 - Nondiscrimination in Employment)*

Independent contractors shall submit a written conflict of interest statement disclosing financial interests as determined necessary by the Superintendent or designee, depending on the range of duties to be performed by the consultant. The Superintendent or designee shall consider this statement when deciding whether to recommend approval of the contract.

Any consultant hired by the district who is subject to the filing requirements in the district's conflict of interest code shall file a Statement of Economic Interests within the time period required by law. (Government Code 87302)

*(cf. 9270 - Conflict of Interest)*

When employees of a public university, county office of education, or other public agency serve as consultants or independent contractors in other capacities for the district, they shall certify as part of the agreement that they will not receive salary or remuneration other than vacation pay from any other public agency for the specific days when they work for the district.

The Board prohibits the harassment of an independent contractor by any district employee or by any other person with whom the independent contractor comes in contact during the course of employment with the district. Additionally, the Board prohibits the harassment of a district employee by an independent contractor. Any complaint of harassment shall be investigated and resolved in accordance with applicable district complaint procedures. (Government Code 12940)

*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*

*(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures)*

*Legal Reference: (see next page)*

## CONSULTANTS (continued)

*Legal Reference:*

EDUCATION CODE

220 Prohibition of discrimination

10400-10407 Cooperative improvement programs

17596 Limit on continuing contracts

35010 Control of districts; prescription and enforcement of rules

35172 Promotional activities

35204 Contract with attorney

44925 Part-time readers employed as independent contractors

45103 Classified service in districts not incorporating the merit system

45103.5 Contracts for food service consulting services

45134-45135 Employment of retired classified employee

45256 Merit system districts; classified service; positions established for professional experts on a temporary basis

GOVERNMENT CODE

12940 Unlawful employment practices

53060 Contract for special services and advice

82019 Designated employee; definition

87302 Conflict of interest code

LABOR CODE

2775-2787 Worker status: employees

UNEMPLOYMENT INSURANCE CODE

606.5 Determination of employment status

621 Employee defined

CODE OF REGULATIONS, TITLE 2

18700.3 Consultant

COURT DECISIONS

*Dynamex Operations West, Inc. v. Superior Court of Los Angeles* (2018) 4 Cal. 5th 903

*S.G. Borello & Sons, Inc. v. Department of Industrial Relations* (1989) 48 Cal. 3d 341

**All Personnel**

E 4112.9(a)

4212.9

**EMPLOYEE NOTIFICATIONS**

4312.9

Note: The following exhibit lists notices which the law requires be provided to employees. See the referenced Board policy, administrative regulation, or Board bylaw for further information about related program and notice requirements.

<b>When/Whom to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>I. To All Employees</b>			
At the beginning of school year or upon employment	Education Code 231.5; Government Code 12950	AR 4119.11 4219.11 4319.11	The district's policy on sexual harassment, legal remedies, complaints
Annually, and 72 hours before pesticide application	Education Code 17612	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information on pesticides
Prior to implementing year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round program
Prior to implementing alternative schedule	Education Code 46162	BP 6112	Public hearing on alternative schedule in secondary grades
Annually	Education Code 49013; 5 CCR 4622	AR 1312.3 BP 0460 BP 3260	Uniform complaint procedures, appeals, civil law remedies, coordinator, complaints about student fees and local control and accountability plan
Annually	Education Code 49414	AR 5141.21	Request for volunteers to be trained to administer epinephrine auto-injectors
At least once per year	Education Code 49414.3	AR 5141.21	Request for volunteers to be trained to administer opioid antagonist
To all employees	Government Code 1126	BP 4136 4236 4336	Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal

E 4112.9(b)  
 4212.9  
 4312.9

**EMPLOYEE NOTIFICATIONS (continued)**

<b>When/Whom to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>I. To All Employees (continued)</b>			
To all employees	Government Code 8355; 41 USC 8102; 34 CFR 84.205, 84.210	BP 4020 BP 4159 4259 4359	District's drug- and alcohol-free workplace; actions to be taken if violated; available employee assistance programs
Upon employment	Government Code 21029	None	Right to purchase PERS service credit for military service performed prior to public employment
Upon placement of automated external defibrillator (AED) in school, and annually thereafter	Health and Safety Code 1797.196	AR 5141	Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan
If the district receives Tobacco-Use Prevention Education funds	Health and Safety Code 104420	AR 3513.3	District's tobacco-free schools policy and enforcement procedures
Annually, or more frequently if there is new information	Health and Safety Code 120875, 120880	BP 4119.43 4219.43 4319.43	AIDS and hepatitis B, including methods to prevent exposure
To new employees upon hire and other employees upon request, in districts with 25 or more employees	Labor Code 230.1	AR 4161.2 4261.2 4361.2	Rights pursuant to Labor Code 230-230.1 pertaining to leaves and accommodations for victims of crime or abuse
With each paycheck	Labor Code 246	AR 4161.1 4361.1 AR 4261.1	Amount of sick leave available
Upon hire, in employee handbook, and upon request for parental leave	Labor Code 1034	BP 4033	The district's policy on lactation accommodation
To covered employees and former employees	Labor Code 2800.2	AR 4154 4254 4354	Availability of COBRA/ Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage

E 4112.9(c)  
 4212.9  
 4312.9

**EMPLOYEE NOTIFICATIONS (continued)**

<b>When/Whom to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>I. To All Employees (continued)</b>			
To employees participating in a flexible spending account	Labor Code 2810.7	None	Deadline to withdraw funds from account before the end of the plan year
To every new employee, either at the time employee is hired or by end of first pay period	Labor Code 3551	AR 4157.1 4257.1 4357.1	Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor
Within one day of receiving notice of potential exposure to COVID-19, to employees who were on the premises during the infectious period, the exclusive representative, and the employer of subcontracted employees as applicable	Labor Code 6409.6	AR 4157 4257 4357	Potential exposure to COVID-19; benefits to which employees may be entitled; available leave options; protection against discrimination and retaliation; district's disinfection and safety plan
Prior to beginning employment	Penal Code 11165.7, 11166.5	AR 5141.4	Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law
Upon employment, and when employee goes on leave for specified reasons	Unemployment Insurance Code 2613	AR 4154 4254 4354	Disability insurance rights and benefits
To all employees and job applicants	2 CCR 11023; 34 CFR 104.8, 106.9	BP 0410 AR 4030	District's policy on nondiscrimination and related complaint procedures
To all employees via employee handbook, or to each new employee	2 CCR 11091, 11095; 29 CFR 825.300	AR 4161.8 4261.8 4361.8	Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible
To all employees	8 CCR 3203	AR 4157 4257 4357	The right and procedure to access the injury and illness prevention program

E 4112.9(d)  
 4212.9  
 4312.9

**EMPLOYEE NOTIFICATIONS (continued)**

<b>When/Whom to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>I. To All Employees (continued)</b>			
To all employees	34 CFR 106.8	AR 4119.11 4219.11 4319.11	Nondiscrimination on the basis of sex; contact information for district's Title IX Coordinator; referral of inquiries to Title IX Coordinator and/or Office for Civil Rights
Annually	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; inspections, response actions, post-response actions planned or in progress
<b>II. To Certificated Employees</b>			
To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire	Education Code 22455.5	AR 4121	Criteria for membership in retirement system; right to elect membership at any time
Upon employment of a retired certificated individual	Education Code 22461	AR 4117.14 4317.14	Postretirement earnings limitation or employment restriction; monthly report of compensation
To certificated employees	Education Code 35171	AR 4115 BP 4315	District regulations related to performance evaluations
30 days before last day of school year for instructional staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated	Education Code 44663	AR 4115	Copy of employee's evaluation
To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee	Education Code 44664	AR 4115	Notice and description of the unsatisfactory performance



E 4112.9(e)  
4212.9  
4312.9

**EMPLOYEE NOTIFICATIONS (continued)**

<b>When/Whom to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>II. To Certificated Employees (continued)</b>			
By May 30, if district issues reemployment notices to certificated employees	Education Code 44842	AR 4112.1	Request that the employee notify district of intent to remain in service next year
To probationary and temporary certificated employees upon employment, and every July thereafter	Education Code 44916	AR 4112.1 AR 4121	Employment status and salary
To probationary employee, by March 15	Education Code 44929.21, 44929.23, 44948.5	BP 4116	Whether or not employee is reelected for next school year
When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year	Education Code 44934, 44934.1, 44936	BP 4118 AR 4118	Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice
To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/ dismissal notice	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings	Education Code 44940.5	AR 4118	Notice of intent to dismiss 30 days from notice unless employee demands hearing
To probationary employee 30 days prior to dismissal during school year, but not later than March 15 for a second-year probationary employee	Education Code 44948.3	AR 4118	Reasons for dismissal and opportunity to appeal

E 4112.9(f)  
4212.9  
4312.9

**EMPLOYEE NOTIFICATIONS (continued)**

<b>When/Whom to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>II. To Certificated Employees (continued)</b>			
By March 15 when necessary to reduce certificated personnel, with final notice by May 15	Education Code 44949, 44955	BP 4117.3	Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination
Before the end of the school year to temporary employee who served 75 percent of school year but will be released	Education Code 44954	BP 4121	District's decision not to reelect employee for following school year
To teacher, when a student engages in or is reasonably suspected of specified acts	Education Code 49079	AR 4158 4258 4358	Student has committed specified act that constitutes ground for suspension or expulsion
To certificated employee upon change in employment status due to alleged misconduct or while allegation is pending	5 CCR 80303	AR 4117.7 4317.7	Contents of state regulation re: report to Commission on Teacher Credentialing
<b>III. To Classified Employees</b>			
When classified employee is subject to disciplinary action for cause, in nonmerit district	Education Code 45113	AR 4218	Notice of charges, right to hearing, timeline for requesting hearing
At least 60 days prior to layoff, or by April 29 for specially funded program that expires at end of school year	Education Code 45117	AR 4217.3	Notice of layoff and reemployment rights
Upon employment and upon each change in classification	Education Code 45169	AR 4212	Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek
To permanent employee whose leave is exhausted	Education Code 45192, 45195	AR 4261.1 AR 4261.11	Exhaustion of leave, opportunity to request additional leave

E 4112.9(g)  
4212.9  
4312.9

**EMPLOYEE NOTIFICATIONS (continued)**

<b>When/Whom to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>III. To Classified Employees (continued)</b>			
To school bus drivers and school activity bus drivers prior to expiration of specified documents	13 CCR 1234	AR 3542	Expiration date of driver's license, driver's certificate and medical certificate; need to renew
To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter	13 CCR 2480	AR 3542	Limitations on vehicle idling; consequences of not complying
To school bus drivers, prior to district drug testing program and thereafter upon employment	49 CFR 382.113, 382.601	AR 4112.42 4212.42 4312.42	Explanation of federal requirements for drug testing program and district's policy
To school bus drivers, prior to operating school bus	49 CFR 382.303	AR 4112.42 4212.42 4312.42	Post-accident information, procedures, and instructions
<b>IV. To Administrative/Supervisory Personnel</b>			
To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract	Education Code 35031	BP 2121 BP 4312.1	Decision not to reelect or reemploy upon expiration of contract or term
Upon request by administrative or supervisory employee transferred to teaching position	Education Code 44896	AR 4313.2	Statement of the reasons for the reassignment
By March 15 to employee who may be released/reassigned the following school year	Education Code 44951	AR 4313.2	Notice that employee may be released or reassigned the following school year
<b>V. To Individual Employees Under Special Circumstances</b>			
In the event of a breach of security of district records, to affected employees	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies

E 4112.9(h)  
4212.9  
4312.9

**EMPLOYEE NOTIFICATIONS (continued)**

<b>When/Whom to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>V. To Individual Employees Under Special Circumstances (continued)</b>			
Prior to placing derogatory information in personnel file	Education Code 44031	AR 4112.6 4212.6 4312.6	Notice of derogatory information, opportunity to review and comment
To employees who volunteer to administer epinephrine auto-injector	Education Code 49414	AR 5141.21	Defense and indemnification from civil liability by the district
To district police officer, within 30 days of decision to impose discipline	Government Code 3304	AR 3515.3	Decision to impose discipline, including the date that discipline will be imposed
To employee returning from military leave of absence, within 30 days of return	Government Code 20997	AR 4161.5 4261.5 4361.5	Right to receive PERS service credit for military service; application form
24 hours before Board meets in closed session to hear complaints or charges against employee	Government Code 54957	BB 9321	Employee's right to have complaints/charges heard in open session
When taking disciplinary action against employee for disclosure of confidential information	Government Code 54963	BP 4119.23 4219.23 4319.23	Law prohibiting disclosure of confidential information obtained in closed session
Within one working day of work-related injury or victimization of crime	Labor Code 3553, 5401	AR 4157.1 4257.1 4357.1	Potential eligibility for workers' compensation benefits, claim form
When adverse employment action is based on DOJ criminal history information or subsequent arrest notification	Penal Code 11105, 11105.2	AR 4112.5 4212.5 4312.5	Copy of DOJ notification
To any employee with exposure to blood or other potentially infectious materials, upon initial employment and at least annually thereafter	8 CCR 3204	AR 4119.42 4219.42 4319.42	The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

E 4112.9(i)  
 4212.9  
 4312.9

**EMPLOYEE NOTIFICATIONS (continued)**

<b>When/Whom to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>V. To Individual Employees Under Special Circumstances (continued)</b>			
To any employee assigned to a work area where hazardous chemicals are present, upon initial assignment and upon new exposure situation	8 CCR 5191	AR 3514.1	Location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material
To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area	8 CCR 5194	AR 3514.1	Any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights
To employee eligible for military leave	38 USC 4334	AR 4161.5 4261.5 4361.5	Notice of rights, benefits, and obligations under military leave
Within five days of employee's request for FMLA leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave	29 CFR 825.300; 2 CCR 11049, 11091	AR 4161.8 4261.8 4361.8	Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice
Whenever notice of eligibility for FMLA is provided to employee	29 CFR 825.300	AR 4161.8 4261.8 4361.8	Rights and responsibilities re: use of FMLA; consequences of failure to meet obligations

## **All Personnel**

AR 4161.2(a)

4261.2

## **PERSONAL LEAVES**

4361.2

Personal leaves granted to district employees shall be used as permitted in this administrative regulation, other Board-approved policy or district regulation, or applicable collective bargaining agreement.

For the purpose of any personal leave offered pursuant to state law, a registered domestic partner shall have the same rights, protections, and benefits as a spouse and protections provided to a spouse's child shall also apply to a child of a registered domestic partner. (Family Code 297.5)

Whenever possible, employees shall request personal leaves in advance and prepare suitable instructions, including lesson plans as applicable, for a substitute employee.

*(cf. 4121 - Temporary/Substitute Personnel)*

## **Bereavement**

Employees are entitled to a leave of up to three days, or five days if out-of-state travel is required, upon the death of any member of the employee's immediate family. No deduction shall be made from the employee's salary, nor shall such leave be deducted from any other leave to which the employee is entitled. (Education Code 44985, 45194)

*(cf. 4161/4261/4361 - Leaves)*

Members of the immediate family include: (Education Code 44985, 45194)

1. The mother, father, grandmother, grandfather, or grandchild of the employee or of the employee's spouse
2. The employee's spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister
3. Any relative living in the employee's immediate household

At the employee's request, bereavement leave may be extended under personal necessity leave provisions as provided in the section "Personal Necessity" below. (Education Code 44981, 45207)

## **Personal Necessity**

Employees may use a maximum of seven days of their accrued personal illness/injury leave (sick leave) during each school year for reasons of personal necessity. (Education Code 44981, 45207)

*(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)*

*(cf. 4261.1 - Personal Illness/Injury Leave)*

**PERSONAL LEAVES** (continued)

Acceptable reasons for the use of personal necessity leave include:

1. Death of a member of the employee's immediate family when the number of days of absence exceeds the limits set by bereavement leave provisions (Education Code 44981, 45207)
2. An accident involving the employee or the employee's property, or the person or property of a member of the employee's immediate family (Education Code 44981, 45207)
3. Illness, preventive care, or other need of a member of the employee's family, as defined in Labor Code 245.5 (Education Code 44981; Labor Code 246.5)

*(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)*

4. A classified employee's appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or other order (Education Code 45207)
5. Fire, flood, or other immediate danger to the home of the employee
6. Personal business of a serious nature which the employee cannot disregard

Leave for personal necessity may be allowed for other reasons at the discretion of the Superintendent or designee. However, personal necessity leave shall not be granted for purposes of personal convenience, for the extension of a holiday or vacation, or for matters which can be taken care of outside of working hours. The Superintendent or designee shall have final discretion as to whether a request reflects personal necessity.

Advance permission shall not be required of an employee in any case involving the death of a member of the employee's immediate family, an accident involving the employee's person or property or the person or property of a member of the employee's immediate family, or the illness, preventive care, or other need of a member of the employee's family. (Education Code 44981, 45207)

For any leave that is planned, or where the need for leave is foreseeable, an employee shall notify the Superintendent or designee in advance. In all other circumstances, the employee shall notify the Superintendent or designee of the need for the leave as soon as practicable.

After any absence due to personal necessity, the employee shall verify the absence by submitting a completed and signed district absence form to the employee's immediate supervisor.

## **PERSONAL LEAVES (continued)**

### **Legal Duties**

An employee may take time off work in order to: (Labor Code 230)

1. Serve on an inquest jury or trial jury
2. Comply with a subpoena or other court order to appear as a witness

Notices, summons, and subpoenas for court appearances shall be submitted to the district office when requesting leave.

A classified employee called for jury duty shall be granted leave with pay up to the amount of the difference between the employee's regular earnings and any amount received for jury fees. (Education Code 44037)

A certificated employee who is called for jury duty also shall be granted leave with pay up to the difference between the employee's regular earnings and any jury fees received.

An employee shall be granted leave with pay to appear in court as a witness other than a litigant or to respond to an official order from another governmental jurisdiction for reasons not brought about through the connivance or misconduct of the employee. Such an employee shall receive the difference between the employee's regular earnings and any witness fees received.

### **Leaves for Crime Victims for Judicial Proceedings**

An employee may be absent from work in order to attend judicial proceedings related to a crime when the employee is a victim, or an immediate family member, registered domestic partner, or child of a registered domestic partner of a victim, of any of the following crimes: (Labor Code 230.2)

1. A violent felony as defined in Penal Code 667.5(c)
2. A serious felony as defined in Penal Code 1192.7(c)
3. A felony provision of law proscribing theft or embezzlement

For these purposes, the employee may use vacation, personal leave, personal illness/injury leave, unpaid leave, or compensatory time off that is otherwise available to the employee. (Labor Code 230.2)



## **PERSONAL LEAVES (continued)**

Prior to taking time off, an employee shall give the Superintendent or designee a copy of the notice of each scheduled proceeding that is provided by the responsible agency, unless advance notice is not feasible. When advance notice is not feasible or an unscheduled absence occurs, the employee shall, within a reasonable time after the absence, provide documentation evidencing the judicial proceeding from the court or government agency setting the hearing, the district attorney or prosecuting attorney's office, or the victim/witness office that is advocating on behalf of the victim. (Labor Code 230.2)

The district shall keep confidential any records pertaining to the employee's absence from work by reason of this leave. (Labor Code 230.2)

### **Leaves for Victims of Crime or Abuse**

An employee who is a victim of domestic violence, sexual assault, or stalking, who is a victim of a crime that caused physical injury or that caused mental injury with a threat of physical injury, or whose immediate family member, as defined, is deceased as the direct result of a crime may use vacation, sick leave, personal leave, or compensatory time off that is otherwise available to the employee to attend to the following activities: (Labor Code 230, 230.1, 246.5)

1. Obtain or attempt to obtain any relief, including, but not limited to, a temporary restraining order, restraining order, or other injunctive relief to help ensure the health, safety, or welfare of the employee or the employee's child
2. Seek medical attention for injuries caused by crime or abuse
3. Obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of the crime or abuse
4. Obtain psychological counseling or mental health services related to an experience of crime or abuse
5. Participate in safety planning and take other actions to increase safety from future crime or abuse, including temporary or permanent relocation

Prior to taking time off, an employee shall give reasonable notice to the Superintendent or designee, unless advance notice is not feasible. When an unscheduled absence occurs, the employee shall provide, within a reasonable period of time, certification of the absence in the form of any of the following: (Labor Code 230, 230.1)

1. A police report indicating that the employee was a victim

**PERSONAL LEAVES** (continued)

2. A court order protecting or separating the employee from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court
3. Documentation from a domestic violence or sexual assault counselor as defined in Evidence Code 1037.1 or 1035.2, licensed medical professional or health care provider, victim advocate, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf certifying that the absence is for a purpose authorized under Labor Code 230 or 230.1

The district shall maintain the confidentiality of such an employee to the extent authorized by law. (Labor Code 230, 230.1)

The Superintendent or designee shall inform employees of their rights pursuant to Labor Code 230 and 230.1 using a form developed by the Labor Commissioner or a substantially similar form developed by the district. Such information shall be provided to new employees upon hire and to other employees upon request. (Labor Code 230.1)

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

**Personal Leave for Child-Related Activities**

Any employee who is a parent/guardian of one or more children of an age to attend any of grades K-12 or a program offered by a licensed child care provider may use up to 40 hours of personal leave, vacation, or compensatory time off each school year in order to: (Labor Code 230.8)

1. Find, enroll, or reenroll a child in a school or with a licensed child care provider or to participate in activities of the school or child care provider, provided the employee gives reasonable advance notice of the absence. Time off for this purpose shall not exceed eight hours in any calendar month.
2. Address a school or child care emergency, provided the employee gives notice. An emergency exists when the child cannot remain in school or with a child care provider due to one of the following circumstances:

**PERSONAL LEAVES** (continued)

- a. A request by the school or child care provider that the child be picked up
- b. An attendance policy, excluding planned holidays, that prohibits the child from attending or requires that the child be picked up from the school or child care provider
- c. Behavioral or discipline problems
- d. Closure or unexpected unavailability of the school or child care provider, excluding planned holidays
- e. A natural disaster, including, but not limited to, fire, earthquake, or flood

*(cf. 5148 - Child Care and Development)*

For purposes of this leave, *parent/guardian* includes a parent, guardian, stepparent, foster parent, grandparent, or person who stands in loco parentis to a child. (Labor Code 230.8)

In lieu of using vacation, personal leave, or compensatory time off, eligible employees may take unpaid leave for this purpose.

If two or more parents/guardians of a child are employed at the same work site, this leave shall be allowed for the parent/guardian who first gives notice to the district. Simultaneous absence by another parent/guardian of the child may be granted by the Superintendent or designee. (Labor Code 230.8)

Upon request by the Superintendent or designee, the employee shall provide documentation from the school or licensed child care provider that the employee engaged in permitted child-related activities on a specific date and at a particular time. (Labor Code 230.8)

**Service on Education Boards and Committees**

Upon request, a certificated employee shall be granted up to 20 school days of paid leave per school year for service performed within the state on any education board, commission, committee, or group authorized by Education Code 44987.3 provided that all of the following conditions are met: (Education Code 44987.3)

1. The service is performed within the state.
2. The board, commission, organization, or group informs the district in writing of the service.

**PERSONAL LEAVES** (continued)

3. The board, commission, organization, or group agrees, prior to the service, to reimburse the district, upon the district's request, for compensation paid to the employee's substitute and for actual related administrative costs.

**Employee Organization Activities**

Upon request, any certificated or classified employee shall be granted a leave of absence without loss of compensation to serve as an elected officer of a district employee organization or any statewide or national employee organization with which the employee organization is affiliated. The leave shall include, but is not limited to, absence for purposes of attending periodic, stated, special, or regular meetings of the body of the organization. (Education Code 44987, 45210)

*(cf. 4140/4240/4340 - Bargaining Units)*  
*(cf. 4143/4243 - Negotiations)*

Upon request of an employee organization in the district or its state or national affiliate, a reasonable number of unelected classified employees shall be granted a leave of absence without loss of compensation for the purpose of attending important organizational activities authorized by the organization. The employee organization shall provide reasonable notification to the Superintendent or designee when requesting a leave of absence for employees for this purpose. (Education Code 45210)

When leave is granted for any of the above purposes, the employee organization shall reimburse the district within 10 days after receiving the district's certification of payment of compensation to the employee. (Education Code 44987, 45210)

**Religious Leave**

The Superintendent or designee may grant an employee up to three days of leave per year for religious purposes, provided that the leave is requested in advance and that it does not cause additional district expenditures, the neglect of assigned duties, or any other unreasonable hardship on the district.

The Superintendent or designee shall deduct the cost of hiring a substitute, when required, from the wages of the employee who takes religious leave.

No employee shall be discriminated against for using this leave or any additional days of unpaid leave granted for religious observances at the discretion of the Superintendent or designee.

## **PERSONAL LEAVES (continued)**

### **Spouse on Leave from Military Deployment**

An employee who works an average of 20 hours or more per week and whose spouse is a member of the United States Armed Forces, National Guard, or reserves may take up to 10 days of unpaid leave during a period that the employee's spouse is on leave from deployment during a military conflict, as defined in Military and Veterans Code 395.10. (Military and Veterans Code 395.10)

Within two business days of receiving official notice that the employee's spouse will be on leave from deployment, the employee shall provide the Superintendent or designee with notice of the intention to take the leave. The employee shall submit written documentation certifying that the employee's spouse will be on leave from deployment during the time that the leave is requested. (Military and Veterans Code 395.10)

### **Leave for Emergency Duty**

An employee may take time off to perform emergency duty as a volunteer firefighter, a reserve peace officer, or emergency rescue personnel. (Labor Code 230.3)

Any employee who performs duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel shall be permitted to take temporary leaves of absence, not to exceed an aggregate total of 14 days per calendar year, for the purpose of engaging in fire, law enforcement, or emergency rescue training. (Labor Code 230.4)

### **Civil Air Patrol Leave**

An employee may take up to 10 days of unpaid leave per calendar year, beyond any leave otherwise available to the employee, to respond to an emergency operational mission of the California Civil Air Patrol, provided that the employee has been employed by the district for at least a 90-day period immediately preceding the leave. Such leaves shall not exceed three days for a single mission, unless an extension is granted by the governmental entity authorizing the mission and is approved by the Superintendent or designee. (Labor Code 1501, 1503)

The employee shall give the district as much advance notice as possible of the intended dates of the leave. The Superintendent or designee may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave and may deny the leave if the employee fails to provide the required certification. (Labor Code 1503)

*Legal Reference: (see next page)*

## PERSONAL LEAVES (continued)

### *Legal Reference:*

#### EDUCATION CODE

44036-44037 *Leaves of absence for judicial and official appearances*  
44963 *Power to grant leaves of absence (certificated)*  
44981 *Leave of absence for personal necessity (certificated)*  
44985 *Leave of absence due to death in immediate family (certificated)*  
44987 *Service as officer of employee organization (certificated)*  
44987.3 *Leave of absence to serve on certain boards, commissions, etc.*  
45190 *Leaves of absence and vacations (classified)*  
45194 *Bereavement leave of absence (classified)*  
45198 *Effect of provisions authorizing leaves of absence*  
45207 *Personal necessity (classified)*  
45210 *Service as officer of employee organization (classified)*  
45240-45320 *Merit system, classified employees*

#### EVIDENCE CODE

1035.2 *Sex assault counselor; definition*  
1037.1 *Domestic violence counselor; definition*

#### FAMILY CODE

297-297.5 *Registered domestic partner rights, protections, and benefits*

#### GOVERNMENT CODE

3543.1 *Release time for representatives of employee organizations*  
12945.1-12945.2 *California Family Rights Act*

#### LABOR CODE

230-230.2 *Leave for victims of domestic violence, sexual assault, or specified felonies*  
230.3 *Leave for emergency personnel*  
230.4 *Leave for volunteer firefighters*  
230.8 *Leave to visit child's school*  
233 *Illness of child, parent, spouse, domestic partner or domestic partner's child*  
234 *Absence control policy*  
246.5 *Paid sick days, purposes for use*  
1500-1507 *Civil Air Patrol leave*

#### MILITARY AND VETERANS CODE

395.10 *Leave when spouse on leave from military deployment*

#### PENAL CODE

667.5 *Violent felony, defined*  
1192.7 *Serious felony, defined*

#### CALIFORNIA CONSTITUTION

Article 1, Section 8 *Religious discrimination*

#### UNITED STATES CODE, TITLE 29

2601-2654 *Family and Medical Leave Act*

#### UNITED STATES CODE, TITLE 42

2000d-2000d-7 *Title VII, Civil Rights Act of 1964*

#### COURT DECISIONS

*Rankin v. Commission on Professional Competence, (1988) 24 Cal.3d 167*

#### PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

*Berkeley Council of Classified Employees v. Berkeley Unified School District, (2008) PERB Decision No. 1954*

*Management Resources: (see next page)*

AR 4161.2(j)  
4261.2  
4361.2

**PERSONAL LEAVES** (continued)

*Management Resources:*

WEB SITES

*California Department of Industrial Relations: <http://www.dir.ca.gov>*

*California Federation of Teachers: <http://www.cft.org>*

*California School Employees Association: <http://www.csea.com>*

*California Teachers Association: <http://www.cta.org>*

*Public Employment Relations Board: <http://www.perb.ca.gov>*

**All Personnel**

AR 4161.8(a)

4261.8

**FAMILY CARE AND MEDICAL LEAVE**

4361.8

The district shall not deny any eligible employee the right to family care or medical leave pursuant to the Family and Medical Leave Act (FMLA) or the California Family Rights Act (CFRA), or leave for pregnancy disability pursuant to California Pregnancy Disability Leave (PDL). The district shall not interfere with, restrain, or deny the exercise of an employee's right to any such leave, nor shall the district discharge, discriminate against, or retaliate against an employee for taking such leave, opposing or challenging an unlawful employment practice in relation to any of these laws, or being involved in any related inquiry or proceeding. (Government Code 12945, 12945.2; 2 CCR 11094; 29 USC 2615)

*(cf. 4030 - Nondiscrimination in Employment)*

*(cf. 4032 - Reasonable Accommodation)*

*(cf. 4033 - Lactation Accommodation)*

**Definitions**

The words and phrases defined below shall have the same meaning throughout this administrative regulation except where a different meaning is otherwise specified.

*Child* means a biological, adopted, or foster child; a stepchild; a legal ward; or a person to whom the employee stands in *loco parentis*. For purposes of CFRA leave, *child* also includes a child of a registered domestic partner. (Government Code 12945.2; 2 CCR 11087; 29 USC 2611)

*Eligible employee*, for FMLA and CFRA purposes, means an employee who has been employed with the district for at least 12 months and who has at least 1,250 hours of service with the district during the 12 months immediately preceding the leave. However, these requirements shall not apply when an employee applies for PDL. (Government Code 12945.2; 2 CCR 11087; 29 USC 2611; 29 CFR 825.110)

*Eligible family member* means an employee's child, parent, or spouse. For purposes of leave to care for a family member with a serious health condition pursuant to CFRA, *eligible family member* includes an employee's child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling. (Government Code 12945.2; 2 CCR 11087; 29 USC 2612)

*Employee disabled by pregnancy* means an employee whose health care provider states that the employee is: (2 CCR 11035)

1. Unable because of pregnancy to perform any one or more of the essential functions of the job or to perform any of them without undue risk to the employee or other persons or to the pregnancy's successful completion



**FAMILY CARE AND MEDICAL LEAVE** (continued)

2. Suffering from severe "morning sickness" or needs to take time off for prenatal or postnatal care, bed rest, gestational diabetes, pregnancy-induced hypertension, preeclampsia, postpartum depression, childbirth, loss or end of pregnancy, recovery from childbirth or loss or end of pregnancy, or any other pregnancy-related condition

*Parent* means a biological, foster, or adoptive parent; a stepparent; a legal guardian; or another person who stood in *loco parentis* to the employee when the employee was a child. *Parent* does not include a spouse's parents. (Government Code 12945.2; 2 CCR 11087; 29 USC 2611; 29 CFR 825.122)

*Serious health condition* means an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or an eligible family member of the employee that involves either inpatient care or continuing treatment, including treatment for substance abuse, as follows: (Government Code 12945.2; 2 CCR 11087, 11097; 29 USC 2611, 2612; 29 CFR 825.113-825.115)

1. Inpatient care in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity

A person is considered an inpatient when formally admitted to a health care facility with the expectation of remaining overnight and occupying a bed, even if it later develops that the person can be discharged or transferred to another facility and does not actually remain overnight.

*Incapacity* means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

2. Continuing treatment or continuing supervision by a health care provider, including one or more of the following:
  - a. A period of incapacity of more than three consecutive full days
  - b. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition
  - c. Any period of incapacity due to pregnancy or for prenatal care under FMLA
  - d. Any period of incapacity which is permanent or long term due to a condition for which treatment may not be effective

## **FAMILY CARE AND MEDICAL LEAVE (continued)**

- e. Any period of absence to receive multiple treatments, including recovery, by a health care provider

*Spouse* means a partner in marriage as defined in Family Code 300, including same sex partners in marriage. For purposes of CFRA leave, *spouse* also includes a registered domestic partner within the meaning of Family Code 297-297.5. (Family Code 297, 297.5, 300; 2 CCR 11087; 29 CFR 825.122)

### **Eligibility**

The district shall grant FMLA or CFRA leave to eligible employees for any of the following reasons: (Government Code 12945.2; 29 USC 2612; 29 CFR 825.112, 825.126, 825.127)

1. The birth of a child of the employee or placement of a child with the employee in connection with the employee's adoption or foster care of the child (parental leave)
2. To care for the employee's eligible family member with a serious health condition
3. The employee's own serious health condition that makes the employee unable to perform one or more essential job functions of the position
4. Any qualifying exigency arising out of the fact that the employee's spouse, child, parent, or, for CFRA leave only, a registered domestic partner, is a military member on covered active duty or call to covered active duty (or has been notified of an impending call or order to covered active duty)
5. To care for a covered servicemember with a serious injury or illness if the covered servicemember is the employee's spouse, child, parent, or next of kin, as defined

In addition, the district shall grant PDL to any employee who is disabled by pregnancy, childbirth, or other related medical condition. (Government Code 12945; 2 CCR 11037)

### **Terms of Leave**

An eligible employee shall be entitled to a total of 12 work weeks of FMLA or CFRA leave during any 12-month period, except in the case of leave to care for a covered servicemember as provided under "Military Caregiver Leave" below. To the extent allowed by law, CFRA and FMLA leaves shall run concurrently. In circumstances where the leaves do not run concurrently under the law, the employee may take up to 12 work weeks for both CFRA and FMLA, for a total of 24 work weeks. (Government Code 12945.2; 29 USC 2612)

AR 4161.8(d)  
4261.8  
4361.8

## **FAMILY CARE AND MEDICAL LEAVE (continued)**

**OPTION 3:** This 12-month period shall be measured forward from the date the employee's first family care and medical leave begins. (29 CFR 825.200)

In addition, any employee who is disabled by pregnancy, childbirth, or other related condition shall be entitled to PDL for the period of the disability not to exceed four months. For a part-time employee, the four months shall be calculated on a proportional basis. (Government Code 12945; 2 CCR 11042)

PDL shall run concurrently with FMLA leave for disability caused by an employee's pregnancy. At the end of the employee's FMLA leave for disability caused by pregnancy, or at the end of four months of PDL, whichever occurs first, a CFRA-eligible employee may request to take CFRA leave of up to 12 work weeks, for the reason of the birth of a child or to bond with or care for the child. (Government Code 12945, 12945.2; 2 CCR 11046, 11093)

Leave taken for the birth or placement of a child must be concluded within the 12-month period beginning on the date of the birth or placement of the child. Such leave does not need to be taken in one continuous period of time. (2 CCR 11090; 29 USC 2612)

Each eligible employee shall be granted up to 12 work weeks for family care and medical leave related to the birth or placement of a child, regardless of whether both parents of the child work for the district.

### **Use/Substitution of Paid Leave**

**OPTION 1:** During any otherwise unpaid period of FMLA or CFRA leave, except leave for an employee's own serious health condition, an employee shall use accrued paid leave, including, but not limited to, vacation leave, personal leave, or family leave. If the leave is for the employee's own serious health condition, the employee shall use accrued paid leave, including but not limited to, vacation leave, personal leave, or sick leave. During an unpaid period of PDL, the employee shall use any accrued sick leave and may elect to use any vacation time or other accrued personal time off. (Government Code 12945, 12945.2; 2 CCR 11044, 11092; 29 USC 2612)

AR 4161.8(e)  
4261.8  
4361.8

## **FAMILY CARE AND MEDICAL LEAVE (continued)**

The district and employee may also come to agreement regarding the use of any additional paid or unpaid time off instead of using the employee's CFRA leave. (2 CCR 11092)

*(cf. 4141/4241 - Collective Bargaining Agreement)*

*(cf. 4161/4261/4361 - Leaves)*

*(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)*

*(cf. 4261.1 - Personal Illness/Injury Leave)*

### **Intermittent Leave/Reduced Work or Leave Schedule**

PDL and family care and medical leave for the serious health condition of an employee or eligible family member may be taken intermittently or on a reduced work or leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition. However, the district shall limit leave increments to the shortest period of time that the district's payroll system uses to account for absences or use of leave provided it is not to be greater than one hour. (Government Code 12945.2; 2 CCR 11042, 11090; 29 USC 2612)

*(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)*

The basic minimum duration of leave for the birth, adoption, or foster care placement of a child shall be two weeks. However, the district shall grant a request for such leave of less than two weeks on any two occasions. (2 CCR 11090; 29 USC 2612)

The district may require an employee to transfer temporarily to an available alternative position under any of the following circumstances: (2 CCR 11041, 11090; 29 USC 2612)

1. The employee needs intermittent leave or leave on a reduced work schedule that is foreseeable based on a planned medical treatment for the employee or family member.
2. A medical certification is provided by the employee's health care provider that, because of pregnancy, the employee has a medical need to take intermittent leave or leave on a reduced work schedule.
3. The district agrees to permit intermittent leave or leave on a reduced work schedule due to the birth, adoption, or foster care placement of the employee's child.

The alternative position must have equivalent pay and benefits and must better accommodate recurring periods of leave than the employee's regular job, and the employee must be qualified for the position. Transfer to an alternative position may include altering an existing job to better accommodate the employee's need for intermittent leave or a reduced work or leave schedule. (2 CCR 11041, 11090; 29 USC 2612)

## **FAMILY CARE AND MEDICAL LEAVE (continued)**

### **Request for Leave**

The district shall consider an employee's request for PDL or family care and medical leave only if the employee provides at least verbal notice sufficient to make the district aware of the need to take the leave and the anticipated timing and duration of the leave. (2 CCR 11050, 11091)

For family care and medical leave, the employee need not expressly assert or mention FMLA/CFRA to satisfy this requirement. However, the employee must state the reason the leave is needed (e.g., birth of child, medical treatment). If more information is necessary to determine whether the employee is eligible for family care and medical leave, the Superintendent or designee shall inquire further and obtain the necessary details of the leave to be taken. (2 CCR 11091)

The district shall respond to requests for leave as soon as practicable, but no later than five business days after receiving the employee's request. (2 CCR 11091)

Based on the information provided by the employee, the Superintendent or designee shall designate the leave, paid or unpaid, as FMLA/CFRA qualifying leave and shall give notice of such designation to the employee. Failure of an employee to respond to permissible inquiries regarding the leave request may result in denial of CFRA protection if the district is unable to determine whether the leave is CFRA qualifying. (2 CCR 11091; 29 CFR 825.300)

When an employee is able to foresee the need for PDL or family care and medical leave at least 30 days in advance of the leave, the employee shall provide the district with at least 30 days advance notice before the leave. When the 30 days' notice is not practicable because of a lack of knowledge of when leave will be required to begin, a change in circumstances, a medical emergency, or other good cause, the employee shall provide the district with notice as soon as practicable. Failure of an employee to provide required notice may result in a denial of leave. (2 CCR 11050, 11091)

In all instances, the employee shall consult with the Superintendent or designee and make a reasonable effort to schedule, subject to the health care provider's approval, any planned appointment or medical treatment or supervision so as to minimize disruption to district operations. (Government Code 12945.2; 2 CCR 11050, 11091)

### **Certification of Health Condition**

Within five business days of an employee's request for family care and medical leave for the serious health condition of the employee or an eligible family member, the Superintendent or designee shall request that the employee provide certification by a health care provider of the need for leave. Upon receiving the district's request, the employee shall provide the certification within 15 calendar days, unless either the Superintendent or designee provides additional time or it is not practicable under the particular circumstances, despite the employee's diligent, good faith efforts. (2 CCR 11087, 11091; 29 CFR 825.305)

## **FAMILY CARE AND MEDICAL LEAVE (continued)**

The certification shall include the following: (Government Code 12945.2; 2 CCR 11087; 29 USC 2613)

1. The date on which the serious health condition began
2. The probable duration of the condition
3. If the employee is requesting leave to care for an eligible family member with a serious health condition, both of the following:
  - a. Statement that the serious health condition warrants the participation of the employee to provide care, such as by providing psychological comfort, arranging for third party care, or directly providing or participating in the medical care of the eligible family member during a period of the treatment or supervision
  - b. Estimated amount of time the health care provider believes the employee needs to care for the eligible family member
4. If the employee is requesting leave because of the employee's own serious health condition, a statement that due to the serious health condition, the employee is unable to work at all or is unable to perform one or more essential job functions of the position
5. If the employee is requesting leave for intermittent treatment or on a reduced work or leave schedule for planned medical treatment, a statement of the medical necessity for the leave, the dates on which treatment is expected to be given, the duration of such treatment, and the expected duration of the leave

The Superintendent or designee shall not request any genetic information related to an employee except as authorized by law in accordance with the California Genetic Information Nondiscrimination Act of 2011. (Government Code 12940)

When an employee has provided sufficient medical certification to enable the district to determine whether the employee's leave request is FMLA/CFRA-eligible, the Superintendent or designee shall notify the employee within five business days whether the leave is FMLA/CFRA-eligible. The Superintendent or designee may also retroactively designate leave as FMLA/CFRA leave as long as appropriate notice is given to the employee and there is no harm or injury to the employee. (2 CCR 11091; 29 CFR 825.301)

If the Superintendent or designee has a good faith objective reason to doubt the validity of a certification that accompanies a request for leave for the employee's own serious health condition, the Superintendent or designee may require the employee to obtain a second opinion from a district-approved health care provider, at district expense. If the second opinion is contrary to the first, the Superintendent or designee may require the employee to

## **FAMILY CARE AND MEDICAL LEAVE (continued)**

obtain a third medical opinion from a third health care provider approved by both the employee and the district, again at district expense. The opinion of the third health care provider shall be final and binding. (Government Code 12945.2; 2 CCR 11091; 29 USC 2613)

### **Certification for PDL**

The Superintendent or designee shall request that an employee who is requesting PDL provide certification by a health care provider of the need for leave at the time the employee gives notice of the need for PDL, or within two business days of giving the notice. If the need for PDL is unforeseen, the Superintendent or designee shall request the medical certification within two business days after the leave commences. The Superintendent or designee may request certification at some later date if the Superintendent or designee has reason to question the appropriateness of the leave or its duration. (2 CCR 11050)

For PDL that is foreseeable and for which at least 30 days' notice has been given, the employee shall provide the medical certification before the leave begins. When this is not practicable, the employee shall provide the certification within the time frame specified by the Superintendent or designee which must be at least 15 calendar days after the request, unless it is not practicable under the particular circumstances despite the employee's diligent, good faith efforts. (2 CCR 11050)

Medical certification for PDL purposes shall include a statement that the employee needs to take the leave because the employee is disabled by pregnancy, childbirth, or a related medical condition, the date on which the employee became disabled because of pregnancy, and the estimated duration of the leave. (2 CCR 11050)

If additional PDL or family care and medical leave is needed when the time estimated by the health care provider expires, the district may require the employee to provide recertification in the manner specified for the leave. (Government Code 12945.2; 2 CCR 11050; 29 USC 2613)

### **Release to Return to Work**

Upon expiration of an employee's PDL or family care and medical leave taken for the employee's own serious health condition, the employee shall present certification from the health care provider of the employee's ability to resume work. The certification shall address the employee's ability to perform the essential job functions of the position.

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

### **Rights to Reinstatement**

Upon granting an employee's request for PDL or FMLA/CFRA leave, the Superintendent or designee shall guarantee to reinstate the employee in the same or a comparable position when the leave ends. (Government Code 12945.2; 2 CCR 11043, 11089; 29 USC 2614)

## **FAMILY CARE AND MEDICAL LEAVE (continued)**

*(cf. 4117.3 - Personnel Reduction)*

*(cf. 4217.3 - Layoff/Rehire)*

The district may refuse to reinstate an employee to the same or a comparable position if the FMLA/CFRA leave was fraudulently obtained by the employee. (2 CCR 11089; 29 CFR 825.216)

The district may refuse to reinstate an employee to the same position after taking PDL if, at the time the reinstatement is requested, the employee would not otherwise have been employed in that position for legitimate business reasons unrelated to the employee's PDL. (2 CCR 11043)

### **Maintenance of Benefits/Failure to Return from Leave**

During the period when an employee is on PDL or family care and medical leave, the employee shall maintain employee status with the district and the leave shall not constitute a break in service for purposes of longevity, seniority under any collective bargaining agreement, or any employee benefit plan. (Government Code 12945.2; 2 CCR 11092; 29 USC 2614)

For up to a maximum of four months for PDL and 12 work weeks for other family care and medical leave, the district shall continue to provide an eligible employee the group health plan coverage that was in place before the employee took the leave. The employee shall reimburse the district for premiums paid during the leave if the employee fails to return to district employment after the expiration of all available leaves and the failure is for a reason other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond the employee's control. (Government Code 12945.2; 2 CCR 11044, 11092; 29 USC 2614; 29 CFR 825.213)

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

In addition, during the period when an employee is on PDL or family care and medical leave, the employee shall be entitled to continue to participate in other employee benefit plans including life insurance, short-term or long-term disability insurance, accident insurance, pension and retirement plans, and supplemental unemployment benefit plans to the same extent and under the same conditions as would apply to an unpaid leave taken for any other purpose. However, for purposes of pension and retirement plans, the district shall not make plan payments for an employee during any unpaid portion of the leave period and the leave period shall not be counted for purposes of time accrued under the plan. (Government Code 12945.2; 2 CCR 11044, 11092)

### **Military Family Leave Resulting from Qualifying Exigencies**

An eligible employee may take up to 12 work weeks of unpaid FMLA/CFRA leave, during each 12-month period established by the district in the section entitled "Terms of Leave" above, for one or more qualifying exigencies while the employee's child, parent, spouse, or, for purposes of CFRA leave, registered domestic partner, who is a military member is on



## **FAMILY CARE AND MEDICAL LEAVE (continued)**

covered active duty or on call to covered active duty status. (Government Code 12945.2; 29 USC 2612; 29 CFR 825.126)

*Covered active duty* means, for members of the Regular Armed forces, duty during the deployment of a member of the regular Armed Forces to a foreign country ~~or~~ and, for members of the Reserve components of the Armed forces, duty during the deployment of a member of the National Guard or Reserves to a foreign country under a call or an order to active duty in support of a contingency operation pursuant to law. Deployment to a foreign county includes deployment to international waters. (29 USC 2611; 29 CFR 825.126)

*Qualifying exigencies* include time needed to: (29 CFR 825.126)

1. Address issues arising from short notice deployment of up to seven calendar days from the date of receipt of call or order of short notice deployment
2. Attend military events and related activities, such as any official ceremony or family assistance program related to the covered active duty or call to covered active duty status
3. Arrange child care or attend school activities arising from the covered active duty or call to covered active duty, such as arranging for alternative child care, enrolling or transferring a child to a new school, or attending meetings
4. Make or update financial and legal arrangements to address a military member's absence
5. Attend counseling provided by someone other than a health care provider
6. Spend time (up to 15 calendar days of leave per instance) with a military member who is on short-term, temporary, rest and recuperation leave during deployment
7. Attend to certain post-deployment activities, such as arrival ceremonies or reintegration briefings
8. Care for a military member's parent who is incapable of self-care when the care is necessitated by the military member's covered active duty
9. Address any other event that the employee and district agree is a qualifying exigency

The employee shall provide the Superintendent or designee with notice of the need for the qualifying exigency leave as soon as practicable, regardless of how far in advance such leave is foreseeable. (29 CFR 825.302)

An employee who is requesting leave for qualifying exigencies shall provide the Superintendent or designee with a copy of the military member's active duty orders, or other documentation issued by the military, and the dates of the service. In addition, the employee shall provide the Superintendent or designee with certification of the qualifying exigency

## **FAMILY CARE AND MEDICAL LEAVE (continued)**

necessitating the leave. The certification shall contain the information specified in 29 CFR 825.309.

The employee's qualifying exigency leave may be taken on an intermittent or reduced work or leave schedule basis. (29 CFR 825.302)

During the period of qualified exigency leave, the district's rule regarding an employee's use of accrued vacation leave and any other accrued paid or unpaid time off, as specified in the section "Use/Substitution of Paid Leave" above, shall apply.

### **Military Caregiver Leave**

The district shall grant an eligible employee up to a total of 26 work weeks of leave during a single 12-month period, measured forward from the first date the leave is taken, to care for a covered servicemember with a serious illness or injury. In order to be eligible for such military caregiver leave, the employee must be the spouse, child, parent, or next of kin of the covered servicemember. This 26-week period is not in addition to, but rather is inclusive of, the 12 work weeks of leave that may be taken for other FMLA qualifying reasons. (29 USC 2611, 2612; 29 CFR 825.127)

*Covered servicemember* may be: (29 CFR 825.127)

1. A current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy; is otherwise in outpatient status; or is otherwise on the temporary disability retired list for a serious injury or illness
2. A veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran

*Child of a covered servicemember* means the covered servicemember's biological, adopted, or foster child, stepchild, legal ward, or child for whom the covered servicemember stood in *loco parentis*, and who is of any age. (29 CFR 825.127)

*Parent of a covered servicemember* means the covered servicemember's biological, adopted, step, or foster parent, or any other individual who stood in *loco parentis* to the covered servicemember (except "parents in law"). (29 CFR 825.127)

*Next of kin* means the nearest blood relative to the covered servicemember, other than the spouse, parent, or child, unless designated in writing by the covered servicemember. (29 USC 2611, 2612; 29 CFR 825.127)

*Outpatient status* means the status of a member of the Armed Forces assigned to a military medical treatment facility as an outpatient or a unit established for the purpose of providing

## **FAMILY CARE AND MEDICAL LEAVE (continued)**

command and control of members of the Armed Forces receiving medical care as outpatients. (29 USC 2611; 29 CFR 825.127)

*Serious injury or illness* means: (29 USC 2611; 29 CFR 825.127)

1. For a current member of the Armed Forces, an injury or illness incurred by the member in the line of duty on active duty, or that existed before the beginning of the member's active duty and was aggravated by the member's service in the line of duty while on active duty in the Armed Forces, and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating.
2. For a veteran, an injury or illness incurred or aggravated by the member's service in the line of duty on active duty in the Armed Forces, including the National Guard or Reserves, that manifested itself before or after the member became a veteran and that is at least one of the following:
  - a. A continuation of a serious injury or illness incurred or aggravated while the veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating
  - b. A physical or mental condition for which the veteran has received a U.S. Department of Veterans Affairs (VA) Service-Related Disability Rating of 50 percent or greater, based wholly or partly on that physical or mental condition
  - c. A physical or mental condition that substantially impairs the veteran's ability to secure or follow a substantially gainful occupation by reason of one or more disabilities related to the servicemember's military service or that would do so but for treatment received by the veteran
  - d. An injury, including a psychological injury, on the basis of which the veteran has been enrolled in the VA's Program of Comprehensive Assistance for Family Caregivers

The employee shall provide reasonable and practicable notice of the need for the leave in accordance with the procedures in the section entitled "Request for Leave" above.

An employee requesting leave to care for a covered servicemember with a serious injury or illness shall provide the Superintendent or designee with certification from an authorized health care provider of the servicemember that contains the information specified in 29 CFR 825.310.

The leave may be taken intermittently or on a reduced work or leave schedule when medically necessary. An employee taking military caregiver leave in combination with other family care and medical leaves pursuant to this administrative regulation shall be entitled to a combined total of 26 work weeks of leave during a single 12-month period. When both spouses work for the district and both wish to take such leave, the spouses are limited to a

## **FAMILY CARE AND MEDICAL LEAVE (continued)**

maximum combined total of 26 work weeks during a single 12-month period. (29 USC 2612)

During the period of military caregiver leave, the district's rule regarding an employee's use of accrued vacation leave and other accrued paid or unpaid time off, as specified in the section "Use/Substitution of Paid Leave" above, shall apply.

### **Notifications**

The Superintendent or designee shall provide the following notifications regarding state and federal law related to PDL or FMLA/CFRA leave:

1. **General Notice:** Information explaining the provisions of the FEHA/PDL and FMLA/CFRA and employee rights and obligations shall be posted in a conspicuous place on district premises, or electronically, and shall be included in employee handbooks. (2 CCR 11049, 11095; 29 USC 2619)

The general notice shall also explain an employee's obligation to provide the Superintendent or designee with at least 30 days' notice of the need for the requested leave, when the need is reasonably foreseeable at least 30 days prior to the start of the leave. (2 CCR 11049, 11050, 11091)

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

2. **Eligibility Notice:** When an employee requests leave, including PDL, or when the Superintendent or designee acquires knowledge that an employee's leave may be for an FMLA/CFRA qualifying reason, the Superintendent or designee shall, within five business days, provide notification to the employee of eligibility to take such leave. (2 CCR 11049, 11091; 29 CFR 825.300)
3. **Rights and Responsibilities Notice:** Each time the eligibility notice is provided to an employee, the Superintendent or designee shall provide written notification explaining the specific expectations and obligations of the employee, including any consequences for a failure to meet those obligations. Such notice shall include, as applicable: (29 CFR 825.300)
  - a. A statement that the leave may be designated and counted against the employee's annual FMLA/CFRA leave entitlement and the appropriate 12-month entitlement period, if qualifying
  - b. Any requirements for the employee to furnish medical certification of a serious health condition, serious injury or illness, or qualifying exigency arising out of active duty or call to active duty status and the consequences of failing to provide the certification

## FAMILY CARE AND MEDICAL LEAVE (continued)

- c. The employee's right to use paid leave, whether the district will require use of paid leave, conditions related to any use of paid leave, and the employee's entitlement to take unpaid leave if the employee does not meet the conditions for paid leave
- d. Any requirements for the employee to make premium payments necessary to maintain health benefits, the arrangement for making such payments, and the possible consequences of failure to make payments on a timely basis
- e. The employee's right to maintenance of benefits during the leave and restoration to the same or an equivalent job upon return from leave
- f. The employee's potential liability for health insurance premiums paid by the district during the employee's unpaid FMLA leave should the employee not return to service after the leave

Any time the information provided in the above notice changes, the Superintendent or designee shall, within five business days of receipt of an employee's first notice of need for leave, provide the employee with a written notice referencing the prior notice and describing any changes to the notice. (29 CFR 825.300)

4. **Designation Notice:** When the Superintendent or designee has information (e.g., sufficient medical certification) to determine whether the leave qualifies as FMLA/CFRA leave, he/she shall, within five business days, provide written notification designating the leave as FMLA/CFRA qualifying or, if the leave will not be so designated, the reason for that determination. (2 CCR 11091; 29 CFR 825.300)

If the amount of leave needed is known, the notice shall include the number of hours, days, or weeks that will be counted against the employee's FMLA/CFRA entitlement. If it is not possible to provide that number at the time of the designation notice, notification shall be provided of the amount of leave counted against the employee's entitlement upon request by the employee and at least once in every 30-day period if leave was taken in that period. (29 CFR 825.300)

If the district requires paid leave to be used during an otherwise unpaid family care and medical leave, the notice shall so specify. If the district requires an employee to present a release to return to work certification that addresses the employee's ability to perform the essential functions of the job, the notice shall also specify that requirement. (2 CCR 11091, 11097; 29 CFR 825.300)

Any time the information provided in the designation notice changes, the Superintendent or designee shall, within five business days, provide the employee with written notice referencing the prior notice and describing any changes to the notice. (29 CFR 825.300)

## FAMILY CARE AND MEDICAL LEAVE (continued)

### Records

The Superintendent or designee shall maintain records pertaining to an individual employee's use of family care and medical leave in accordance with law. (Government Code 12946; 29 USC 2616; 42 USC 2000ff-1; 29 CFR 825.500)

#### Legal Reference:

##### EDUCATION CODE

44965 *Granting of leaves of absence for pregnancy and childbirth*

##### FAMILY CODE

297-297.5 *Rights, protections, and benefits under law; registered domestic partners*

300 *Validity of marriage*

##### GOVERNMENT CODE

12926 *Fair employment and housing act, definitions*

12940 *Unlawful employment practices*

12945 *Pregnancy; childbirth or related medical condition; unlawful practice*

12945.1-12945.2 *California Family Rights Act*

12946 *Fair Employment and Housing Act: discrimination prohibited*

##### UNEMPLOYMENT INSURANCE CODE

3300-3308 *Paid family leave*

##### CODE OF REGULATIONS, TITLE 2

11035-11051 *Sex discrimination: pregnancy, childbirth and related medical conditions*

11087-11097 *California Family Rights Act*

##### UNITED STATES CODE, TITLE 1

7 *Definition of marriage and spouse*

##### UNITED STATES CODE, TITLE 29

2601-2654 *Family and Medical Leave Act of 1993, as amended*

##### UNITED STATES CODE, TITLE 42

2000ff-1-2000ff-11 *Genetic Information Nondiscrimination Act of 2008*

##### CODE OF FEDERAL REGULATIONS, TITLE 29

825.100-825.702 *Family and Medical Leave Act of 1993*

##### COURT DECISIONS

*United States v. Windsor*, (2012) 699 F.3d 169

*Faust v. California Portland Cement Company*, (2007) 150 Cal.App.4th 864

*Tellis v. Alaska Airlines*, (9th Cir., 2005) 414 F.3d 1045

#### Management Resources:

##### U.S. DEPARTMENT OF LABOR PUBLICATIONS

*Certification of Health Care Provider for Family Member's Serious Health Condition under the Family and Medical Leave Act, Form WH-380-F*

*FMLA Frequently Asked Questions*

##### CALIFORNIA DEPARTMENT OF HUMAN RESOURCES PUBLICATIONS

*Questions and Answers - Military Family Leave - FMLA*

##### WEB SITES

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

California Department of Human Resources: <https://www.calhr.ca.gov>

U.S. Department of Labor, FMLA: <http://www.dol.gov/whd/fmla>

Regulation  
approved:

CSBA MANUAL MAINTENANCE SERVICE  
March 2021

**COMPREHENSIVE HEALTH EDUCATION**

The Governing Board believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors, and that creating a safe, supportive, inclusive, and nonjudgmental environment is crucial in promoting healthy development for all students. The district's health education program shall be part of a coordinated school health system which supports the physical, mental, and social well-being of students and is linked to district and community services and resources.

*(cf. 0415 - Equity)*  
*(cf. 3513.3 - Tobacco-Free Schools)*  
*(cf. 3514 - Environmental Safety)*  
*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 3554 - Other Food Sales)*  
*(cf. 5131.6 - Alcohol and Other Drugs)*  
*(cf. 5131.62 - Tobacco)*  
*(cf. 5131.63 - Steroids)*  
*(cf. 5137 - Positive School Climate)*  
*(cf. 5141.22 - Infectious Diseases)*  
*(cf. 5141.23 - Asthma Management)*  
*(cf. 5141.3 - Health Examinations)*  
*(cf. 5141.32 - Health Screening for School Entry)*  
*(cf. 5141.4 - Child Abuse Prevention and Reporting)*  
*(cf. 5141.5 - Mental Health)*  
*(cf. 5141.52 - Suicide Prevention)*  
*(cf. 5141.6 - School Health Services)*  
*(cf. 5141.7 - Sun Safety)*  
*(cf. 5142 - Safety)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*  
*(cf. 5146 - Married/Pregnant/Parenting Students)*  
*(cf. 6164.2 - Guidance/Counseling Services)*

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition promotion and education, physical activity, and other school-based activities that promote student well-being.

*(cf. 0200 - Goals for the School District)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 6142.7 - Physical Education and Activity)*

The district shall provide a planned, sequential, research-based, and developmentally appropriate health education curriculum for students in grades K-12 which is aligned with the state's content standards and curriculum framework and integrated with other content areas of the district's curriculum. The Superintendent or designee shall determine the grade levels and subject areas in which health-related topics will be addressed, in accordance with law, Board policy, and administrative regulation.

*(cf. 6011 - Academic Standards)*  
*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*  
*(cf. 6143 - Courses of Study)*

BP 6142.8(b)

## **COMPREHENSIVE HEALTH EDUCATION (continued)**

As appropriate, the Superintendent or designee shall involve school administrators, teachers, school nurses, health professionals representing various fields of health care, parents/guardians, community-based organizations, and other community members in the development, implementation, and evaluation of the district's health education program. Health and safety professionals may be invited to provide related instruction in the classroom, school assemblies, and other instructional settings.

*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 1240 - Volunteer Assistance)*  
*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*  
*(cf. 1700 - Relations Between Private Industry and the Schools)*  
*(cf. 6020 - Parent Involvement)*  
*(cf. 6145.8 - Assemblies and Special Events)*  
*(cf. 6162.8 - Research)*

The Superintendent or designee shall provide professional development as needed to ensure that health education teachers are knowledgeable about academic content standards, the state curriculum framework, and effective instructional methodologies.

*(cf. 4131 - Staff Development)*

The Superintendent or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program, which may include, but not be limited to, a description of the district's program and the extent to which it is aligned with the state's content standards and curriculum framework, the amount of time allotted for health instruction at each grade level, student achievement of district standards for health education, and the manner in which the district's health education program supports the physical, mental, and social well-being of students.

*(cf. 0500 - Accountability)*  
*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference: (see next page)*



## COMPREHENSIVE HEALTH EDUCATION (continued)

### *Legal Reference:*

#### EDUCATION CODE

- 8850.5 *Family relationships and parenting education*
  - 35183.5 *Sun protection*
  - 49413 *First aid and cardiopulmonary resuscitation training*
  - 49430-49434 *Pupil Nutrition, Health and Achievement Act of 2001*
  - 49490-49494 *School breakfast and lunch programs*
  - 49500-49505 *School meals*
  - 51202 *Instruction in personal and public health and safety*
  - 51203 *Instruction on alcohol, narcotics and dangerous drugs*
  - 51210 *Areas of study; grades 1-6*
  - 51210.8 *State content standards for health education*
  - 51220.5 *Parenting skills; areas of instruction*
  - 51225.36 *Sexual harassment and violence instruction; affirmative consent standard*
  - 51225.6 *Compression-only cardiopulmonary resuscitation instruction*
  - 51260-51269 *Drug education*
  - 51513 *Personal beliefs; exams, questionnaires, and surveys*
  - 51880-51881.5 *Health education, legislative findings and intent*
  - 51890-51891 *Comprehensive health education programs and community participation; definitions*
  - 51900.6 *Sexual abuse and sexual assault awareness and prevention*
  - 51913 *District health education plan*
  - 51920 *Inservice training, health education*
  - 51930-51939 *California Healthy Youth Act; Comprehensive sexual health and HIV/AIDS prevention education*
  - 67386 *Affirmative consent; definition*
- #### CALIFORNIA CODE OF REGULATIONS, TITLE 5
- 11800-11801 *District health education plan*
- #### UNITED STATES CODE, TITLE 42
- 1751-1769j *National School Lunch Program, especially:*
  - 1758b *Local wellness policy*
  - 1771-1793 *Child nutrition programs, including National School Breakfast Program*

### *Management Resources:*

#### CSBA PUBLICATIONS

- Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019*
- The Impact of Marijuana Legalization on K-12: The Effect of Marijuana on the Brain, November 2018*
- Preventing Catastrophic Health Illness, Governance Brief, July 2018*
- Integrating Physical Activity into the School Day, April 2016*
- Promoting Healthy Relationships for Adolescents: Board Policy Considerations, August 2014*
- Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012*
- Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Policy Brief, November 2008*
- Asthma Management in the Schools, Policy Brief, March 2008*
- Sun Safety in Schools, Policy Brief, July 2006*
- Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006*

*Management Resources continued: (see next page)*

**COMPREHENSIVE HEALTH EDUCATION (continued)**

*Management Resources: (continued)*

AMERICAN ASSOCIATION FOR HEALTH EDUCATION PUBLICATIONS

National Health Education Standards: Achieving Excellence, rev. November 2012

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Framework for California Public Schools: Kindergarten Through Grade Twelve, 2019

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

HUMAN RIGHTS CAMPAIGN FOUNDATION PUBLICATIONS

California LGBTQ Youth Report, January 2019

WEB SITES

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

American School Health Association: <http://www.ashaweb.org>

California Association of School Health Educators: <http://www.cashe.org>

California Department of Education, Health Education: <http://www.cde.ca.gov/ci/he>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Subject Matter Project, Physical Education-Health Project: <https://csmp.online>

Center for Injury Prevention Policy and Practice: <http://www.cipp.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Human Rights Campaign Foundation: <https://www.hrc.org>

National Center for Health Education: <http://www.nche.org>

National Hearing Conservation Association: <http://www.hearingconservation.org>

Shape America Society of Health and Physical Educators: <https://www.shapeamerica.org>

## **Instruction**

AR 6142.8(a)

## **COMPREHENSIVE HEALTH EDUCATION**

### **Content of Instruction**

The district's health education program shall include instruction at the appropriate grade levels in the following content areas:

1. Alcohol, tobacco, and other drugs

*(cf. 3513.3 - Tobacco-Free Schools)*  
*(cf. 5131.6 - Alcohol and Other Drugs)*  
*(cf. 5131.62 - Tobacco)*  
*(cf. 5131.63 - Steroids)*

2. Human growth, development, and sexual health

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

3. Injury prevention and safety

Instruction related to injury prevention and safety may include, but is not limited to, first aid, protective equipment such as helmets, violence prevention, topics related to bullying and harassment, emergency procedures, and Internet safety.

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*  
*(cf. 3543 - Transportation Safety and Emergencies)*  
*(cf. 5131 - Conduct)*  
*(cf. 5138 - Conflict Resolution/Peer Mediation)*  
*(cf. 5141 - Health Care and Emergencies)*  
*(cf. 5142 - Safety)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*  
*(cf. 5145.7 - Sexual Harassment)*  
*(cf. 5145.9 - Hate-Motivated Behavior)*  
*(cf. 6145.2 - Athletic Competition)*  
*(cf. 6163.4 - Student Use of Technology)*

4. Mental, emotional, and social health

*(cf. 5137 - Positive School Climate)*  
*(cf. 5141.5 - Mental Health)*  
*(cf. 5141.52 - Suicide Prevention)*

5. Nutrition and physical activity

*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 6142.7 - Physical Education and Activity)*

6. Personal and community health

AR 6142.8(b)

**COMPREHENSIVE HEALTH EDUCATION** (continued)

Instruction in personal and community health may include, but is not limited to, oral health, personal hygiene, sun safety, vision and hearing protection, transmission of germs and communicable diseases, symptoms of common health problems and chronic diseases, and the effect of behavior on the environment.

*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 5141.7 - Sun Safety)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 6142.5 - Environmental Education)*

Within each of the above content areas, instruction shall be designed to assist students in developing:

1. An understanding of essential concepts related to enhancing health
2. The ability to analyze internal and external influences that affect health
3. The ability to access and analyze health information, products, and services

*(cf. 5141.6 - School Health Services)*

4. The ability to use interpersonal communication skills, decision-making skills, and goal-setting skills to enhance health
5. The ability to practice behaviors that reduce risk and promote health
6. The ability to promote and support personal, family, and community health

**High School Health Education**

Whenever the Board requires a course in health education for graduation from high school, the district's high school health education course(s) shall include instruction in:

1. Sexual harassment and violence, including, but not limited to, the affirmative consent standard as defined in Education Code 67386. When delivering such instruction, teachers shall consult information related to sexual harassment and violence in the Health Education Framework for California Public Schools. (Education Code 51225.36)

**COMPREHENSIVE HEALTH EDUCATION (continued)**

2. Compression-only cardiopulmonary resuscitation (CPR), which is based on national evidence-based emergency cardiovascular care guidelines for the performance of compression-only CPR and includes instruction relative to the psychomotor skills necessary to perform compression-only CPR. (Education Code 51225.6)

*(cf. 6146.1 - High School Graduation Requirements)*

**Students Excused from Health Instruction**

Upon written request from a parent/guardian, a student shall be excused from any part of health instruction that conflicts with the student's religious training and beliefs, including personal moral convictions. (Education Code 51240)

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

The district shall excuse a student from instruction in comprehensive sexual health education and HIV prevention education if the student's parent/guardian requests in writing that the student be excused. (Education Code 51938)

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6145.8 - Assemblies and Special Events)*

In addition, the district shall excuse a student from instruction in sexual abuse and/or sexual assault awareness and prevention if the student's parent/guardian requests in writing that the student be excused. (Education Code 51900.6)

The district shall not administer any exam, survey, or questionnaire which contains questions about the student's or the student's family's personal beliefs or practices in sex, family life, morality, or religion unless the student's parent/guardian has given written permission. (Education Code 51513)

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 5022 - Student and Family Privacy Rights)*

However, the district may administer anonymous, voluntary, and confidential tests, questionnaires, and surveys containing age-appropriate questions about students' attitudes concerning or practices relating to sex, as long as parents/guardians are notified of the right to request in writing that the student be excused from participation. A student shall be excused from participating in any such research or evaluation tools if the student's parent/guardian requests in writing to excuse the student from participation. (Education Code 51938)

**COMPREHENSIVE HEALTH EDUCATION** (continued)

**Involvement of Health Professionals**

Health care professionals, health care service plans, health care providers, and other entities participating in a voluntary initiative with the district are prohibited from communicating about a product or service in a way that is intended to encourage persons to purchase or use the product or service. However, the following activities may be allowed: (Education Code 51890)

1. Health care or health education information provided in a brochure or pamphlet that contains the logo or name of a health care service plan or health care organization, if provided in coordination with the voluntary initiative
2. Outreach, application assistance, and enrollment activities relating to federal, state, or county-sponsored health care insurance programs if the activities are conducted in compliance with the statutory, regulatory, and programmatic guidelines applicable to those programs.

*(cf. 1325 - Advertising and Promotion)*

## **FACILITIES FINANCING**

The Governing Board recognizes its responsibility to identify the most cost-efficient and effective method of financing when purchasing or modifying district facilities. Financing may be necessary when it is determined that school facilities must be built or expanded to accommodate an increased or projected increased enrollment or when safety considerations and educational program improvements require the replacement, reconstruction, or modernization of existing facilities.

The Superintendent or designee shall research funding alternatives and recommend to the Board the method of funding that will best serve district needs as identified in the district's master plan for school facilities.

*(cf. 7110 - Facilities Master Plan)*

Funding alternatives may include, but are not be limited to:

1. Levying developer fees pursuant to Education Code 17620 and Government Code 65995-65998

*(cf. 7211- Developer Fees)*

2. Forming a community facilities district pursuant to Government Code 53311-53368.3, the Mello-Roos Community Facilities Act

*(cf. 7212 - Mello-Roos Districts)*

3. Forming a school facilities improvement district pursuant to Education Code 15300-15425

*(cf. 7213 - School Facilities Improvement Districts)*

4. Issuing voter-approved general obligation bonds

*(cf. 7214 - General Obligation Bonds)*

5. Imposing a parcel tax pursuant to Government Code 50079

*(cf. 3471 - Parcel Taxes)*

6. Using lease revenues for capital outlay purposes from surplus school property

*(cf. 3280 - Sale or Lease of District-Owned Real Property)*

7. Applying for state facilities funding pursuant to the Leroy F. Greene School Facilities Act (Education Code 17070.10-17079.30)

BP 7210(b)

## **FACILITIES FINANCING (continued)**

The district shall provide reports, maintain records, and provide for audits of the expenditure of state facilities funds as required by law and AR 3460 - Financial Reports and Accountability. (Education Code 41024)

*(cf. 3460 - Financial Reports and Accountability)*

As applicable, the district shall comply with BP 3470 - Debt Issuance and Management.

*(cf. 3470 - Debt Issuance and Management)*

*Legal Reference:*

### EDUCATION CODE

*15100-17199.6 School bonds, especially:*

*15122.5 Ballot statement*

*15300-15327 School facilities improvement districts*

*17000-17059.2 State School Building Lease-Purchase Law of 1976*

*17060-17066 Joint venture school facilities construction projects*

*17070.10-17079.30 Leroy F. Greene School Facilities Act of 1998*

*17085-17096 State Relocatable Classroom Law of 1979*

*17582 District deferred maintenance fund*

*17620-17626 Levies against development projects by school districts, especially:*

*17621 Procedures for levying fees*

*41024 Accounting system and audits*

### GOVERNMENT CODE

*6061 Manner of notice as prescribed in designated section*

*6066 Two weeks' notice*

*8855 Debt issuance and management*

*50075-50077.5 Voter-approved special taxes*

*50079 School districts; qualified special taxes*

*53175-53187 Integrated Financing District Act*

*53311-53368.3 Mello-Roos Community Facilities Act of 1982*

*53753 Assessment notice and hearing requirements*

*53753.5 Exemptions*

*54954.1 Mailing of agenda*

*54954.6 New or increased tax or assessment; public meetings and hearings; notice*

*65864-65869.5 Development agreements*

*65970-65981 School facilities development project*

*65995-65998 Payment of fees against a development project*

*66000-66008 Fees for development projects*

*66016-66019 Development project fees*

*66020-66025 Protests and audits*

### HEALTH AND SAFETY CODE

*33445.5 Overcrowding of schools resulting from redevelopment*

*33446 School construction by redevelopment agency*

### CALIFORNIA CONSTITUTION

*Article 13D, Sections 1-6 Assessment and property related fee reform*

### CODE OF REGULATIONS, TITLE 2



1859-1859.199 School facility program

COURT DECISIONS

Ehrlich v. City of Culver City (1996) 12 Cal.4th 854

Loyola Marymount University v. Los Angeles Unified School District (1996) 45 Cal.App.4th 1256

Dolan v. City of Tigard (1994) 114 S.Ct. 2309

Canyon North Co. v. Conejo Valley Unified School District (1993) 19 Cal.App.4th 243, 23 Cal.Rptr.2d 495

Garlic Development Co. v. Hayward Unified School District (1992) 3 Cal.App.4th 320

Nollan v. California Coastal Commission (1987) 107 S.Ct. 3141

ATTORNEY GENERAL OPINIONS

79 Ops.Cal.Atty.Gen. 149 (1996)

*Management Resources:*

WEB SITES

California Department of Education: [www.cde.ca.gov](http://www.cde.ca.gov)

California State Controller: [www.sco.ca.gov](http://www.sco.ca.gov)

Department of General Services, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

**9. ADMINISTRATIVE: Action items:**

- 9.4** Discuss and Approve Increase to Salary Schedule and District Contributions Toward Health and Welfare Benefits, Effective July 1, 2021, and One-Time Off-Schedule Payment for Principal and Management Employees

## **Principal and Management Employees**

### **Salary:**

- 2.5% raise on the salary schedule
- 0.5 % additional raise off of the salary schedule only for 2021-2022

### **Health and Welfare Benefits**

- District will maintain fully paid benefits for 2021-2022 at \$1,468.23 per month totaling \$17,618.76

**Tipton Elementary School District  
Administrative Salary Schedule  
2021-2022 (July 1, 2021, 2.5% increase)**

	Step 1	Step 2	Step 3	Step 4	Step 5
Projects Director-Vice Principal 203 Days	88,514	90,060	91,606	93,153	94,699
Principal 205 Days	110,118	112,008	113,899	115,789	117,646

Master Stipend            \$2,000            (Payable evenly in 12 monthly increments)

Doctorate                 \$2,500            (Payable evenly in 12 monthly increments)

**0.5% additional raise off of the salary schedule only for 2021-2022**

District Paid Health Insurance

Superintendent 

Date: 

\_\_\_\_\_  
Date Board Approved

**Tipton Elementary School District  
Managers and Supervisors Salary Schedule  
2021-2022 (July 1, 2021 2.5% increase)**

	Step 1	Step 2	Step 3	Step 4	Step 5
Food Service Manager 215 Days	38,860	41,560	43,755	44,980	46,690
MOT Supervisor 260 Days	56,239	59,396	62,393	64,064	66,400
Business Manager 260 Days	74,749	76,243	77,768	79,323	80,879

All Managers must make themselves available at one board meeting every three months.

Master Stipend           \$2,000           (Payable evenly in 12 monthly increments)  
 Doctorate               \$2,500           (Payable evenly in 12 monthly increments)  
 District Paid Health Insurance (as allotted for Certificated and Classified Employees)  
**0.5% additional raise off of the salary schedule only for 2021-2022**  
 10 Month Positions   (will be prorated vacation days, 8 days allowed)

Superintendent Stacey Betterman                      Date: 10/1/2021

\_\_\_\_\_  
Date Board Approved

**9. ADMINISTRATIVE: Action items:**

- 9.5** Discuss and Approve Increase to Salary Schedule and District Contributions Toward Health and Welfare Benefits, Effective July 1, 2021, and One-Time Off-Schedule Payment for Business Manager

## **Business Manager**

### **Salary:**

- 2.5% raise on the salary schedule
- 0.5 % additional raise off of the salary schedule only for 2021-2022

### **Health and Welfare Benefits**

- District will maintain fully paid benefits for 2021-2022 at \$1,468.23 per month totaling \$17,618.76

**Tipton Elementary School District  
Managers and Supervisors Salary Schedule  
2021-2022 (July 1, 2021 2.5% increase)**

	Step 1	Step 2	Step 3	Step 4	Step 5
Food Service Manager 215 Days	38,860	41,560	43,755	44,980	46,690
MOT Supervisor 260 Days	56,239	59,396	62,393	64,064	66,400
Business Manager 260 Days	74,749	76,243	77,768	79,323	80,879

All Managers must make themselves available at one board meeting every three months.

Master Stipend            \$2,000            (Payable evenly in 12 monthly increments)  
 Doctorate                \$2,500            (Payable evenly in 12 monthly increments)  
 District Paid Health Insurance (as allotted for Certificated and Classified Employees)  
**0.5% additional raise off of the salary schedule only for 2021-2022**  
 10 Month Positions    (will be prorated vacation days, 8 days allowed)

Superintendent Stacey Betterman                      Date: 10/1/2021

\_\_\_\_\_  
Date Board Approved



**9. ADMINISTRATIVE: Action items:**

**9.6** Memorandum of Understanding between Central California Food Bank and Tipton Elementary School



## Special Programs Memorandum of Understanding

This is an agreement between "Central California Food Bank", hereinafter called CCFB and Tipton Elementary School hereinafter called Community Partner.

### **I. Purpose and scope:**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party through participation in special program opportunities, specifically open community food distributions. Special Program opportunities include but are not limited to grant-funded projects, short-term distribution schedules, short-term funding, and emergency relief projects.

### **II. The responsibilities of CCFB are as follows:**

1. CCFB will sponsor Community Partner with IRS 501c3 status.
2. CCFB will provide Community Partner with food items free of charge to provide to the community, including shelf-stable food items and produce as available.
3. CCFB will provide Community Partner with *Feeding America Food Safety Protocols and Guidelines* materials.
4. CCFB will develop an event flier and provide to Community Partner for distribution through appropriate communication channels.
5. CCFB will provide Community Partner with support in volunteer recruitment for the distribution dates and times specified.
6. CCFB reserves the right to terminate this MOU at any point for Partner Agency non-compliance with guidelines.

### **III. The responsibilities of Partner Agency are as follows:**

1. Community Partner agrees to facilitate the logistics and distribution of food provided by CCFB.
2. Community Partner agrees to distribute event flier through appropriate communication channels.
3. Community Partner agrees to be responsible for the oversight of volunteers at their distribution, including monitoring volunteer activity and conduct during distribution to ensure all guidelines are followed.
4. Community Partner agrees to report client participation through provided sign in sheets within 7 business days of specified distribution dates.
5. Community Partner agrees to provide food safety certification for CCFB to keep on file.
6. Community Partner agrees to the presence of CCFB staff at any time during a distribution.
  - i. Community Partner agrees to inform CCFB of any changes of contact person, date, and time of distribution within 15 days.
  - ii. Partner Agency agrees to always provide a copy of current Liability Insurance to CCFB.

**IV. Uses and Liabilities:**

1. Items will be accepted by the client "as is" and CCFB will ensure the safe and proper handling of donated goods, confirming to all local, state, and federal regulations.
2. Community Partner will release and hold harmless the original donor, CCFB and offer no express warranties in relation to the gift of goods.
3. Donated items will not be transferred by the Community Partner in exchange for money, property, or services, or at any cost to the client.
4. Donated items will be used in a manner related only the tax-exempt purposes of CCFB. Items will be accepted "as is" and the Community Partner will ensure the safe and proper handling of donated goods, which conforms to all local, state, and federal regulations.
5. CCFB is not liable for any damage to property or personal injury incurred by clients, staff, or volunteers at the Community Partner site.
6. Community Partner agrees to safe and proper handling of the product, which conforms to all local, state, and federal regulations.
7. Community Partner will abide by the policies, procedures, and record keeping requirements of CCFB.
8. Community Partner staff or volunteers of the program will not engage in discrimination, in the provision of service, against any person because of race, color, citizenship, religion, gender, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity or expression, unfavorable discharge from the military or status as a protected veteran.
9. Community Partner will allow CCFB to monitor the food distribution operations site regularly.

**V. It is mutually understood and agreed by and between the parties that:**

1. **Modification** – modifications of this agreement may be considered prior to its use. Any desired modification must be made in writing and submitted prior to signing of MOU.
2. **Termination** – Both parties reserve the right to termination of this MOU Agreement at any point. Termination request must be done in writing. If at any point, any of the responsibilities are not completed by either party, the MOU would be void.

**I. Effective Date and Signature**

1. The term of this agreement shall be for six (6) months from the date on the agreement.
2. CCFB, or the Community Partner, reserves the right to terminate this agreement at any time for any violation of said agreement.

Food Distribution will occur on Fridays June – August 2021 (June 11<sup>th</sup>, June 25<sup>th</sup>, July 9<sup>th</sup>, July 23<sup>rd</sup>, Aug 6<sup>th</sup>). The food distribution will be open to the public and scheduled from 9:30AM to 11:00AM.

Partner Agency Authorized Official: *superintendent*  
*Stacy Bennett*  
Print Name and Title  
*Stacy Bennett* 5/25/21  
Signature Date

CCFB Authorized Official:  
*Jacqueline Burke, special programs coordinator*  
Print Name and Title  
*Jacqueline Burke* 5/26/2021  
Signature Date

**9. ADMINISTRATIVE: Action items:**

**9.7** Board Resolution #2020-2021-07, Authorizing Inter-fund Loan for Cash Flow Purposes

**RESOLUTION OF THE GOVERNING BOARD OF  
TIPTON ELEMENTARY SCHOOL DISTRICT**

In the Matter of Authorizing Inter-fund Loan for     )  
Cash Flow Purposes   )     RESOLUTION NUMBER. 2020-2021-07

**WHEREAS**, the Tipton Elementary School District administers various funds; and,

**WHEREAS**, the school district occasionally has cash shortages in it's segregated funds at the county treasury; and,

**WHEREAS**, Education Code Section 42603 authorizes inter-fund loans to cover such temporary cash shortages;

**THEREFORE, BE IT RESOLVED** that the Governing Board of the Tipton Elementary School District authorizes the District Administration to transfer funds as needed for cash-flow purposes and to repay those transfers as funds become available for the 2021-2022 school year.

**THE FOREGOING RESOLUTION WAS ADOPTED** upon the motion of \_\_\_\_\_, seconded by \_\_\_\_\_, at a regular meeting of the Governing Board on the 8<sup>th</sup> day of June, 2021 by the following vote.

- Ayes:**
- Noes:**
- Abstentions:**
- Absent:**

\_\_\_\_\_  
Secretary/Clerk of said District Board

**9. ADMINISTRATIVE: Action items:**

**9.8** Board Resolution #2020-2021-08, Authorization for County Superintendent of Schools to Make Year End Budget Transfers

**RESOLUTION OF THE GOVERNING BOARD OF  
TIPTON ELEMENTARY SCHOOL DISTRICT**

In the Matter of Authorization for County )  
Superintendent of Schools to make year end )  
  
Budget Transfers )

RESOLUTION NUMBER. 2020-2021-08

**WHEREAS**, at the close of any school year the County Superintendent of schools may, with the consent of the Governing Board of a school district previously given, make such transfers between the undistributed reserve and any expenditure classification or classifications or balance any expenditure classifications of the budget of the district for such school year as are necessary to permit the payment of obligations of the district incurred during such school year; and,

**WHEREAS**, the total amount budgeted as the proposed expenditure of the school district for each major classification of school district expenditures listed in the school district budget forms prescribed by the Superintendent of Public Instruction shall be the maximum amount which may be expended for that classification of expenditures for the school year; and,

**WHEREAS**, the district wishes to ensure that all expenditures of the school district during the 2020-2021 fiscal year have been appropriately budgeted for.

**THEREFORE, BE IT RESOLVED** that, at the close of the 2021-2022 Fiscal year the County Superintendent of Schools be authorized in accordance with Education Code Section 42601 to make such transfers between the unappropriated fund balance and/or any expenditures classifications of the budget as are necessary to permit the payment of obligations of the school district incurred during the fiscal year.

**THE FOREGOING RESOLUTION WAS ADOPTED** upon the motion of \_\_\_\_\_, seconded by \_\_\_\_\_, at a regular meeting of the Governing Board on the 8<sup>th</sup> day of June, 2021 by the following vote.

**Ayes:**

**Noes:**

**Abstentions:**

**Absent:**

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Secretary/Clerk of said District Board

County superintendents who make certain year-end fund balance transfers for small school districts in their county are now required to notify each district of the transfers made. The definition of a small school district has been changed from A... those districts with an average daily attendance of 2,500 or less...@ to those districts identified in EC 41301 which sets forth the state school fund allocation schedule. Small elementary school districts are now defined as having less than 901 units of average daily attendance (ada), small high school districts are now defined as having less than 301 ada, and small unified school districts are now defined as having less than 1,501 ada.

42601. At the close of any school year a school district may, with the approval of the governing board, identify and request the county superintendent of schools to make the transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, or balance any expenditure classifications of the budget of the district for that school year as necessary to permit the payment of obligations of the district incurred during that school year. For each elementary, high school, and unified school district that, during the preceding school year, had an average daily attendance less than the level, as appropriate, specified in subdivision (a) of Section 41301, the county superintendent of schools, with the consent of the governing board of the school district, may identify and make the transfers, and shall so notify the districts.



**9. ADMINISTRATIVE: Action items:**

**9.9** Board Resolution #2020-2021-09, Authorizing Inter-fund Transfers In Accordance with the Budget

**RESOLUTION OF THE GOVERNING BOARD OF  
TIPTON ELEMENTARY SCHOOL DISTRICT**

In the matter of Authorizing Inter-fund Transfers     )  
In Accordance with the Budget                             )     RESOLUTION NUMBER 2020-2021-09

**WHEREAS**, the Governing Board of the District adopted its Annual Budget for the Fiscal Year 2020-2021; and,

**WHEREAS**, the Governing Board of the District approved Inter-fund Transfers between the various funds of the District as recorded in the budget document in accordance with Education Code;

**THEREFORE, BE IT RESOLVED** that the Governing Board authorizes District Administration to make inter-fund transfers in accordance with the budget, not to exceed the amount of appropriation.

**THE FOREGOING RESOLUTION WAS ADOPTED** upon the motion of \_\_\_\_\_, seconded by \_\_\_\_\_, at a regular meeting of the Governing Board on the 8<sup>th</sup> day of June, 2021 by the following vote.

- Ayes:**
- Noes:**
- Abstentions:**
- Absent:**

\_\_\_\_\_  
Secretary/Clerk of said District Board

**9. ADMINISTRATIVE: Action items:**

**9.10** Board Resolution #2020-2021-10 in the Matter of Spending Determination for Funds Received from the Education Protection Account for 2021-2022 Fiscal Year

**BEFORE THE BOARD OF TRUSTEES  
OF THE TIPTON ELEMENTARY SCHOOL DISTRICT  
TULARE COUNTY, STATE OF CALIFORNIA**

In the Matter of the Spending Determination  
for Funds Received from the Education  
Protection Account pursuant to Article XIII,  
Section 36 of the California Constitution  
2021-2022 Fiscal Year

RESOLUTION No. 2020-2021-10

RECITALS

1. The voters approved Proposition 30 on November 6, 2012;
2. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;
3. The provisions of Article XIII, Section 36(e) create in the state General Fund an Educational Protection Account to receive and disburse the revenues derived from the incremental increases in taxes by Article XIII, Section 36(f);
4. Before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;
5. If the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;
6. All monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;
7. Monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;
8. A community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

9. The governing board of the district shall make the spending determination with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;
10. The monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;
11. Each community college district, county office of education, school district and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent;
12. The annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;
13. Expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct;
2. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent for the 2021-2022 fiscal year shall be made in open session of a public meeting of the governing board of Tipton Elementary School District;
3. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing board of the Tipton Elementary School District has determined to spend the monies received from the Education Protection Account for the 2021-2022 fiscal year as attached;
4. Upon finalizing financial data for the fiscal year, the District Superintendent, or designee, is hereby directed to immediately publish on the district's Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee \_\_\_\_\_,  
seconded by Trustee \_\_\_\_\_, at a regular meeting held on June 8, 2021, by the  
following vote:

AYES:

NOES:

ABSENT:

I, Stacey Bettencourt, secretary of the governing board of the Tipton Elementary School District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 8<sup>th</sup> day of June, 2021.

Date:

\_\_\_\_\_  
Secretary, Board of Trustees

**9. ADMINISTRATIVE: Action items:**

**9.11** Adopt the District's Initial Proposal to California School Employees Association and Associated Teachers of Tipton Regarding the Limited Reopening of 2020-2021 Collective Bargaining Agreement Negotiations

## **TIPTON ELEMENTARY SCHOOL DISTRICT**

### **Sunshine Proposal for Limited Reopening Negotiations with**

#### **Associated Teachers of Tipton, 2020-2021**

Public school employers and their exclusive representatives are required to present proposals which relate to matters within the scope of representation at a school board meeting prior to commencing negotiations.

The Board of Trustees of the Tipton Elementary School District (“District”) values the collaborative spirit through which collective bargaining is accomplished between the District and the Associated Teachers of Tipton (“Association”). The District will approach the coming negotiations with the Association with an intent to negotiate mutually agreeable contract terms that address its employees’ interests and concerns when aligned with the four Board and Local Control and Accountability Plan (“LCAP”) goals:

- Goal 1: Improve Student Achievement in English Language Arts
- Goal 2: Improve Student Achievement in Math
- Goal 3: Increase Academic Achievement for all EL students
- Goal 4: Improve Pupil Attendance and Truancy Rates
- Goal 5: Improve Participation and Increase Learning Opportunities for Parents
- Goal 6: To Provide and Equip a Multipurpose Room to Assist with the Implementation of a Broad Range of Study, Increase Pupil Achievement, and Help Facilitate Parental Involvement.
- Goal 7: Maintain Class Sizes of 24:1 or Less Across Grades TK-8

The current collective bargaining agreement (“CBA”) is in effect from July 1, 2020, up to and including June 30, 2021. Although negotiations for the 2020-2021 school year resulted in an agreement between the parties on December 15, 2020, closing negotiations for the 2020-2021 school year, the District’s interest is to reopen negotiations for the 2020-2021 school year, with the limited purpose and focus of these negotiations on the following article:

#### **THE DISTRICT’S INITIAL PROPOSAL**

- Article 12: Salaries

The District is interested in negotiating a one-time payment for the 2020-2021 school year.

The District desires to engage in good faith, principled negotiations with the Association to reach consensus on all negotiable items.



**TIPTON ELEMENTARY SCHOOL DISTRICT**  
**Sunshine Proposal for Limited Reopening Negotiations with**  
**California School Employees Association, 2020-2021**

Public school employers and their exclusive representatives are required to present proposals which relate to matters within the scope of representation at a school board meeting prior to commencing negotiations.

The Board of Trustees of the Tipton Elementary School District (“District”) values the collaborative spirit through which collective bargaining is accomplished between the District and the California School Employees Association (“Association”). The District will approach the coming negotiations with the Association with an intent to negotiate mutually agreeable contract terms that address its employees’ interests and concerns when aligned with the four Board and Local Control and Accountability Plan (“LCAP”) goals:

- Goal 1: Improve Student Achievement in English Language Arts
- Goal 2: Improve Student Achievement in Math
- Goal 3: Increase Academic Achievement for all EL students
- Goal 4: Improve Pupil Attendance and Truancy Rates
- Goal 5: Improve Participation and Increase Learning Opportunities for Parents
- Goal 6: To Provide and Equip a Multipurpose Room to Assist with the Implementation of a Broad Range of Study, Increase Pupil Achievement, and Help Facilitate Parental Involvement.
- Goal 7: Maintain Class Sizes of 24:1 or Less Across Grades TK-8

The current collective bargaining agreement (“CBA”) is in effect from July 1, 2020, up to and including June 30, 2021. Although negotiations for the 2020-2021 school year resulted in an agreement between the parties on September 8, 2020, closing negotiations for the 2020-2021 school year, the District’s interest is to reopen negotiations for the 2020-2021 school year, with the limited purpose and focus of these negotiations on the following article:

**THE DISTRICT’S INITIAL PROPOSAL**

- Article 7: Wages

The District is interested in negotiating a one-time payment for the 2020-2021 school year.

The District desires to engage in good faith, principled negotiations with the Association to reach consensus on all negotiable items.

**9. ADMINISTRATIVE: Action items:**

**9.13** Consider and Approve extra workdays in June for the Superintendent and Principal



# TIPTON ELEMENTARY SCHOOL

370 N. Evans Road • P.O. Box 787 • Tipton, CA 93272  
559-752-4213 • FAX: 559-752-1231

Stacey Bettencourt  
Superintendent

Cherie Solian Ed.D.  
Principal

Cassandra Cunha  
Business Manager

Fausto Martin  
MOT Director

Connie Sanchez  
Cafeteria Manager

---

**Tiger Pride!**

May 13, 2021

Dear Board President:

As per contract, with Board approval, the Superintendent can work additional days per year at the daily rate based on the annual salary. I am requesting that the Board approve 6 additional work days in June.

Dr. Cherie Solian is requesting the Board to approve 9 extra days to be worked in June.

Respectfully,

  
Stacey Bettencourt

Greg Rice  
President

Iva Sousa  
Clerk

**Board Members**  
John Cardoza  
Trustee

Shelley Heeger  
Trustee

Fernando Cunha  
Trustee

**10. FINANCE: Action items:**

**10.1 Vendor Payments**

Date Paid between 04/28/2021 and 06/01/2021

Vendor No	Vendor Name	Reference Number	Payment Date	Invoice Number/Desc.	AccountCode	Amount
13456	A & G TELEPHONE SERVICE, INC.	211456	04/30/2021	6765	010-81500-0-00000-81000-56000-0-0000	\$1,125.00
13036	AMERICAN FIDELITY	211555	05/14/2021	APRIL 2021	010-00000-0-00000-00000-95024-0-0000	\$324.04
13036	AMERICAN FIDELITY	211556	05/14/2021	APRIL 2021	010-00000-0-00000-00000-95024-0-0000	\$98.24
12788	ARAMARK UNIFORM SERVICES INC	211439	04/30/2021	503000268110	010-00000-0-00000-81000-56000-0-0000	\$452.29
12788	ARAMARK UNIFORM SERVICES INC	211501	05/07/2021	503000277055	010-00000-0-00000-81000-56000-0-0000	\$452.29
12788	ARAMARK UNIFORM SERVICES INC	211502	05/07/2021	503000272935	010-00000-0-00000-81000-56000-0-0000	\$452.29
12788	ARAMARK UNIFORM SERVICES INC	211588	05/28/2021	503000281787	010-00000-0-00000-81000-56000-0-0000	\$452.29
12788	ARAMARK UNIFORM SERVICES INC	211589	05/28/2021	503000286846	010-00000-0-00000-81000-56000-0-0000	\$454.73
12788	ARAMARK UNIFORM SERVICES INC	211654	05/28/2021	503000291376	010-00000-0-00000-81000-56000-0-0000	\$446.77
13904	AT&T	211438	04/30/2021	9391028858	010-00000-0-00000-81000-59000-0-0000	\$198.99
13904	AT&T	211584	05/28/2021	9391028859	010-00000-0-00000-81000-59000-0-0000	\$22.12
13904	AT&T	211583	05/28/2021	9391028858	010-00000-0-00000-81000-59000-0-0000	\$201.67
14404	AT&T	211457	04/30/2021	0826963964-032521	010-00000-0-00000-82000-59000-0-0000	\$91.57
14404	AT&T	211585	05/28/2021	0826963946-042521	010-00000-0-00000-82000-59000-0-0000	\$148.03
13903	A-Z BUS SALES	211446	04/30/2021	02P480635	010-07230-0-00000-36000-43000-0-0000	\$45.78
13903	A-Z BUS SALES	211447	04/30/2021	02P479745	010-07230-0-00000-36000-43000-0-0000	\$149.61
13903	A-Z BUS SALES	211596	05/28/2021	02P480699	010-07230-0-00000-36000-43000-0-0000	\$727.99
14101	B&B PEST CONTROL SERVICE	211440	04/30/2021	01-TIP-03-21	010-00000-0-00000-81000-58000-0-0000	\$170.00
14101	B&B PEST CONTROL SERVICE	211557	05/14/2021	01-TIP-04-21	010-00000-0-00000-81000-58000-0-0000	\$170.00
13603	BURRELL, GEORGINA	211540	05/14/2021	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$100.00
12548	CALIFORNIA TURF EQUIP. & SUPP.	211587	05/28/2021	503075	010-81500-0-00000-81000-43000-0-0000	\$77.36
14436	CARMEN CISNEROS	211567	05/14/2021	REIMB.FINGERPRINTS	010-00000-0-00000-72000-58000-0-0000	\$64.00
13619	CDW GOVERNMENT, INC.	210039	04/30/2021	B605050	010-00000-0-00000-00000-86990-0-0000	(\$19.40)
13619	CDW GOVERNMENT, INC.	211442	04/30/2021	B313766	010-07200-0-11100-10000-43000-0-0000	\$239.77
13619	CDW GOVERNMENT, INC.	211443	04/30/2021	8991459	010-74200-0-11100-10000-43000-0-0000	\$17.89
13619	CDW GOVERNMENT, INC.	211503	05/07/2021	B807664	010-74200-0-11100-10000-43000-0-0000	\$299.55
14245	CENTRAL VALLEY REFRIGERATION	211599	05/28/2021	36486	010-00000-0-00000-81000-56000-0-0000	\$335.51
14429	CUNHA CASSANDRA	211543	05/14/2021	REIMB.MILAGE	010-00000-0-00000-72000-52000-0-0000	\$113.57
13459	DELL MARKETING L.P.	211566	05/14/2021	10485724433	010-90336-0-11100-10000-44000-0-0000	\$1,023.69
13181	DEMCO	211591	05/28/2021	6947856	010-07200-0-11100-24203-43000-0-0000	\$367.57
13219	DEPARTMENT OF JUSTICE	211586	05/28/2021	507889	010-00000-0-00000-72000-58000-0-0000	\$49.00
14177	DUBUQUE BANK & TRUST	211515	05/07/2021	7287401335	010-99901-0-00000-91000-74380-0-0000	\$4,058.24
14177	DUBUQUE BANK & TRUST	211514	05/07/2021	7287401335	010-99901-0-00000-91000-74390-0-0000	\$17,941.76
13796	E.M. THARP, INC.	211559	05/14/2021	01P15999	010-07230-0-00000-36000-43000-0-0000	\$132.48
13983	EWING IRRIGATION	211453	04/30/2021	13818414	010-81500-0-00000-81000-43000-0-0000	\$510.31
13983	EWING IRRIGATION	211454	04/30/2021	13840054	010-81500-0-00000-81000-43000-0-0000	\$342.10
14375	F & M VISA S	211467	04/30/2021	8230 SOLIAN	010-07200-0-11100-10000-58000-0-0000	\$500.00
14375	F & M VISA S	211465	04/30/2021	8230 SOLIAN	010-32120-0-11100-10000-43000-0-0000	\$69.82
14375	F & M VISA S	211466	04/30/2021	8230 SOLIAN	010-32120-0-11100-10000-43000-0-0000	\$1,187.61

14374 F & M VISA b	211606	05/28/2021	7885 BETTENCOURT	010-00000-0-00000-27000-43000-0-0000	\$695.76
14374 F & M VISA b	211602	05/28/2021	7885 BETTENCOURT	010-00000-0-00000-72000-58000-0-0000	\$4.60
14374 F & M VISA b	211469	04/30/2021	7885 BETTENCOURT	010-07200-0-11100-24203-43000-0-0000	\$97.30
14374 F & M VISA b	211603	05/28/2021	7885 BETTENCOURT	010-07230-0-00000-36000-58000-0-0000	\$3.00
14374 F & M VISA b	211604	05/28/2021	7885 BETTENCOURT	010-07230-0-00000-36000-58000-0-0000	\$1.00
14374 F & M VISA b	211480	04/30/2021	7885 BETTENCOURT	010-11000-0-11100-10000-43000-0-0000	\$91.00
14374 F & M VISA b	211605	05/28/2021	7885 BETTENCOURT	010-32120-0-11100-10000-59000-0-0000	\$220.00
14374 F & M VISA b	211470	04/30/2021	7885 BETTENCOURT	010-60100-0-11100-10000-43000-0-0000	\$498.52
14373 F & M VISA m	211610	05/28/2021	3661 MARTIN	010-00000-0-00000-72000-58000-0-0000	\$7.30
14373 F & M VISA m	211611	05/28/2021	3661 MARTIN	010-00000-0-11100-10000-58000-0-0000	\$207.00
14373 F & M VISA m	211612	05/28/2021	3661 MARTIN	010-07230-0-00000-36000-56000-0-0000	\$240.00
14373 F & M VISA m	211459	04/30/2021	3661 MARTIN	010-07230-0-00000-36000-58000-0-0000	\$199.00
14373 F & M VISA m	211460	04/30/2021	3661 MARTIN	010-07230-0-00000-36000-58000-0-0000	\$199.00
14373 F & M VISA m	211464	04/30/2021	3661 MARTIN	010-07230-0-00000-36000-58000-0-0000	\$62.50
14373 F & M VISA m	211461	04/30/2021	3661 MARTIN	010-81500-0-00000-81000-43000-0-0000	\$18.58
14373 F & M VISA m	211462	04/30/2021	3661 MARTIN	010-81500-0-00000-81000-43000-0-0000	\$79.30
14373 F & M VISA m	211463	04/30/2021	3661 MARTIN	010-81500-0-00000-81000-43000-0-0000	\$47.40
14373 F & M VISA m	211613	05/28/2021	3661 MARTIN	010-81500-0-00000-81000-43000-0-0000	\$82.71
14373 F & M VISA m	211609	05/28/2021	3661 MARTIN	010-81500-0-00000-81000-43000-0-0000	\$409.63
14437 HECTOR MATURANO	211568	05/14/2021	REIMB.FINGERPRINTS	010-00000-0-00000-72000-58000-0-0000	\$15.00
13672 ISABEL DIAZ	211538	05/14/2021	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$73.80
14069 J's COMMUNICATIONS, INC.	211565	05/14/2021	21-742	010-07230-0-00000-36000-58000-0-0000	\$1,385.87
13314 JULIE LOWRY	211541	05/14/2021	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$100.00
11950 LAWRENCE TRACTOR CO, INC	211560	05/14/2021	478240	010-00000-0-00000-82000-56000-0-0000	\$1,235.26
14371 LORI SMITH	211539	05/14/2021	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$100.00
13961 LOWE'S	211478	04/30/2021	908555	010-32120-0-00000-81000-43000-0-0000	\$139.69
13961 LOWE'S	211479	04/30/2021	907683	010-32120-0-00000-81000-43000-0-0000	\$126.66
13961 LOWE'S	210041	04/30/2021	2003442	010-81500-0-00000-81000-43000-0-0000	(\$67.79)
13961 LOWE'S	211650	05/28/2021	908491	010-81500-0-00000-81000-43000-0-0000	\$131.68
13961 LOWE'S	210044	05/28/2021	977465	010-81500-0-00000-81000-43000-0-0000	(\$80.28)
13961 LOWE'S	211645	05/28/2021	908276	010-81500-0-00000-81000-43000-0-0000	\$191.07
13961 LOWE'S	211646	05/28/2021	981863	010-81500-0-00000-81000-43000-0-0000	\$197.07
13961 LOWE'S	211647	05/28/2021	907005	010-81500-0-00000-81000-43000-0-0000	\$299.44
13961 LOWE'S	211648	05/28/2021	908202	010-81500-0-00000-81000-43000-0-0000	\$158.15
13961 LOWE'S	211649	05/28/2021	901365	010-81500-0-00000-81000-43000-0-0000	\$343.75
13961 LOWE'S	211651	05/28/2021	975083	010-81500-0-00000-81000-43000-0-0000	\$255.00
13961 LOWE'S	211652	05/28/2021	996336	010-81500-0-00000-81000-43000-0-0000	\$255.00
12270 LOZANO SMITH	211448	04/30/2021	2133303	010-00000-0-00000-71000-58000-0-0000	\$888.30
13461 M. GREEN & COMPANY LLP	211455	04/30/2021	63340	010-00000-0-00000-71910-58000-0-0000	\$2,395.00
14378 McKINLEY ELEVATOR CORP.	211471	04/30/2021	A137925-IN	010-81500-0-00000-81000-58000-0-0000	\$533.00
14434 METROPOLITAN COMPOUNDS,INC.	211424	04/30/2021	0014025-IN	010-81500-0-00000-81000-43000-0-0000	\$549.66
13882 MOBILE MODULAR MGT. CORP.	211450	04/30/2021	2137395	010-00000-0-00000-81000-56000-0-0000	\$610.00
13882 MOBILE MODULAR MGT. CORP.	211451	04/30/2021	2137396	010-00000-0-00000-81000-56000-0-0000	\$610.00
13882 MOBILE MODULAR MGT. CORP.	211449	04/30/2021	2137431	010-00000-0-00000-81000-56000-0-0000	\$610.00
14383 MORENO, LAURA	211537	05/14/2021	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$100.00
14363 NUTRIEN AG SOLUTIONS	211600	05/28/2021	45013968	010-00000-0-00000-81000-43000-0-0000	\$100.00
12836 OFFICE DEPOT, INC.	211426	04/30/2021	163381071001	010-00000-0-00000-72000-43000-0-0000	\$533.13
12836 OFFICE DEPOT, INC.	211427	04/30/2021	163381071003	010-00000-0-00000-72000-43000-0-0000	\$88.17
					\$6.24

12836 OFFICE DEPOT, INC.	211431	04/30/2021	156939642001	010-00000-0-00000-72000-43000-0-0000	\$258.58
12836 OFFICE DEPOT, INC.	211425	04/30/2021	163381071002	010-00000-0-00000-72000-43000-0-0000	\$41.20
12836 OFFICE DEPOT, INC.	211621	05/28/2021	171300362001	010-00000-0-00000-72000-43000-0-0000	\$136.92
12836 OFFICE DEPOT, INC.	211622	05/28/2021	171300364001	010-00000-0-00000-72000-43000-0-0000	\$14.00
12836 OFFICE DEPOT, INC.	211623	05/28/2021	171298279001	010-00000-0-00000-72000-43000-0-0000	\$14.00
12836 OFFICE DEPOT, INC.	211615	05/28/2021	169612295001	010-00000-0-00000-81000-43000-0-0000	\$99.87
12836 OFFICE DEPOT, INC.	211614	05/28/2021	169603752001	010-00000-0-00000-81000-43000-0-0000	\$69.95
12836 OFFICE DEPOT, INC.	211632	05/28/2021	166360000001	010-07200-0-11100-10000-43000-0-0000	\$9.08
12836 OFFICE DEPOT, INC.	211430	04/30/2021	167766169001	010-07200-0-11100-24203-43000-0-0000	\$51.71
12836 OFFICE DEPOT, INC.	211429	04/30/2021	166941487001	010-11000-0-11100-10000-43000-0-0000	\$70.33
12836 OFFICE DEPOT, INC.	211432	04/30/2021	164637857001	010-11000-0-11100-10000-43000-0-0000	\$95.15
12836 OFFICE DEPOT, INC.	211428	04/30/2021	167325411001	010-11000-0-11100-10000-43000-0-0000	\$111.22
12836 OFFICE DEPOT, INC.	211522	05/07/2021	166994434001	010-11000-0-11100-10000-43000-0-0000	\$29.51
12836 OFFICE DEPOT, INC.	211528	05/07/2021	169128892001	010-11000-0-11100-10000-43000-0-0000	\$133.33
12836 OFFICE DEPOT, INC.	211533	05/07/2021	167748313001	010-11000-0-11100-10000-43000-0-0000	\$46.47
12836 OFFICE DEPOT, INC.	211525	05/07/2021	167060467001	010-11000-0-11100-10000-43000-0-0000	\$168.79
12836 OFFICE DEPOT, INC.	211527	05/07/2021	169121775001	010-11000-0-11100-10000-43000-0-0000	\$49.57
12836 OFFICE DEPOT, INC.	211524	05/07/2021	167060468001	010-11000-0-11100-10000-43000-0-0000	\$13.98
12836 OFFICE DEPOT, INC.	211532	05/07/2021	169259271001	010-11000-0-11100-10000-43000-0-0000	\$399.72
12836 OFFICE DEPOT, INC.	211526	05/07/2021	169215713001	010-11000-0-11100-10000-43000-0-0000	\$55.58
12836 OFFICE DEPOT, INC.	211529	05/07/2021	168364744001	010-11000-0-11100-10000-43000-0-0000	\$11.45
12836 OFFICE DEPOT, INC.	211530	05/07/2021	168364745001	010-11000-0-11100-10000-43000-0-0000	\$14.01
12836 OFFICE DEPOT, INC.	211535	05/07/2021	168363474001	010-11000-0-11100-10000-43000-0-0000	\$334.61
12836 OFFICE DEPOT, INC.	211637	05/28/2021	170094905001	010-11000-0-11100-10000-43000-0-0000	\$89.66
12836 OFFICE DEPOT, INC.	211638	05/28/2021	170100622001	010-11000-0-11100-10000-43000-0-0000	\$43.08
12836 OFFICE DEPOT, INC.	211639	05/28/2021	167985758001	010-11000-0-11100-10000-43000-0-0000	\$139.96
12836 OFFICE DEPOT, INC.	211644	05/28/2021	169128893001	010-11000-0-11100-10000-43000-0-0000	\$24.77
12836 OFFICE DEPOT, INC.	211642	05/28/2021	167875097001	010-11000-0-11100-10000-43000-0-0000	\$148.97
12836 OFFICE DEPOT, INC.	211643	05/28/2021	167875097001	010-11000-0-11100-10000-43000-0-0000	\$40.22
12836 OFFICE DEPOT, INC.	211616	05/28/2021	171049804001	010-11000-0-11100-10000-43000-0-0000	\$74.88
12836 OFFICE DEPOT, INC.	211617	05/28/2021	171049803001	010-11000-0-11100-10000-43000-0-0000	\$86.19
12836 OFFICE DEPOT, INC.	211618	05/28/2021	171040544001	010-11000-0-11100-10000-43000-0-0000	\$32.41
12836 OFFICE DEPOT, INC.	210043	05/28/2021	171001792001	010-11000-0-11100-10000-43000-0-0000	(\$24.77)
12836 OFFICE DEPOT, INC.	211633	05/28/2021	165227582001	010-11000-0-11100-10000-43000-0-0000	\$72.73
12836 OFFICE DEPOT, INC.	211634	05/28/2021	171138104001	010-11000-0-11100-10000-43000-0-0000	\$98.41
12836 OFFICE DEPOT, INC.	211635	05/28/2021	171171759001	010-11000-0-11100-10000-43000-0-0000	\$30.88
12836 OFFICE DEPOT, INC.	211636	05/28/2021	170100623001	010-11000-0-11100-10000-43000-0-0000	\$27.47
12836 OFFICE DEPOT, INC.	211641	05/28/2021	170653653001	010-11000-0-11100-10000-43000-0-0000	\$43.11
12836 OFFICE DEPOT, INC.	211640	05/28/2021	166725405001	010-11000-0-11100-10000-43000-0-0000	\$225.43
12836 OFFICE DEPOT, INC.	211434	04/30/2021	156653804002	010-60100-0-11100-10000-43000-0-0000	\$22.52
12836 OFFICE DEPOT, INC.	211435	04/30/2021	159834305001	010-60100-0-11100-10000-43000-0-0000	\$73.74
12836 OFFICE DEPOT, INC.	211433	04/30/2021	160576635001	010-60100-0-11100-10000-43000-0-0000	\$430.78
12836 OFFICE DEPOT, INC.	211626	05/28/2021	169773367001	010-60100-0-11100-10000-43000-0-0000	\$210.87
12836 OFFICE DEPOT, INC.	211625	05/28/2021	169778125002	010-60100-0-11100-10000-43000-0-0000	\$54.28
12836 OFFICE DEPOT, INC.	211628	05/28/2021	169778159001	010-60100-0-11100-10000-43000-0-0000	\$34.47
12836 OFFICE DEPOT, INC.	211629	05/28/2021	168952235001	010-60100-0-11100-10000-43000-0-0000	\$54.34
12836 OFFICE DEPOT, INC.	211624	05/28/2021	169778125001	010-60100-0-11100-10000-43000-0-0000	\$191.74
12836 OFFICE DEPOT, INC.	211630	05/28/2021	169778110001	010-60100-0-11100-10000-43000-0-0000	\$25.50

12836 OFFICE DEPOT, INC.	211627	05/28/2021	169778111001	010-60100-0-11100-10000-43000-0-0000	\$25.41
12836 OFFICE DEPOT, INC.	211631	05/28/2021	168946549001	010-60100-0-11100-10000-43000-0-0000	\$64.68
12836 OFFICE DEPOT, INC.	211619	05/28/2021	169710028001	010-90336-0-11100-10000-43000-0-0000	\$43.43
12836 OFFICE DEPOT, INC.	211620	05/28/2021	170000127001	010-90336-0-11100-10000-43000-0-0000	\$188.43
13562 ORIENTAL TRADING CO.	211481	04/30/2021	708745409-01	010-60100-0-11100-10000-43000-0-0000	\$2,000.00
13562 ORIENTAL TRADING CO.	211482	04/30/2021	708745409-01	010-60100-0-11100-10000-43000-0-0000	\$449.62
14179 PURCHASE POWER	211452	04/30/2021	8000-9090-0869-7114	010-00000-0-00000-72000-59000-0-0000	\$201.00
13596 SCHOOL NURSE SUPPLY	211561	05/14/2021	0836225-IN	010-07200-0-11100-10000-43000-0-0000	\$470.52
13596 SCHOOL NURSE SUPPLY	211562	05/14/2021	0836225-IN	010-07200-0-11100-10000-43000-0-0000	\$123.07
13969 SCHOOL SERVICES OF CALIF., INC	211507	05/07/2021	W114424-IN	010-00000-0-00000-72000-52000-0-0000	\$275.00
12994 SCHOOLS EXCESS LIABILITY FUND	211575	05/25/2021	AB218_5472215	010-00000-0-00000-72000-54500-0-0000	\$3,466.25
12994 SCHOOLS EXCESS LIABILITY FUND	211577	05/28/2021	AB218_5472215	010-00000-0-00000-72000-54500-0-0000	\$107.50
13717 SCHOOLWORKS, INC.	211534	05/07/2021	3670	010-00000-0-00000-72000-58000-0-0000	\$5,000.00
14194 Secure by Design Inc	211578	05/28/2021	71527493	010-07200-0-11100-10000-58000-0-0000	\$1,140.00
14308 SHI INTERNATIONAL CORP	211489	04/30/2021	B13283916	010-07200-0-11100-10000-43000-0-0000	\$103.44
14308 SHI INTERNATIONAL CORP	211505	05/07/2021	B13399346	010-07200-0-11100-10000-43000-0-0000	\$209.68
14308 SHI INTERNATIONAL CORP	211506	05/07/2021	B13399368	010-07200-0-11100-10000-43000-0-0000	\$125.71
14308 SHI INTERNATIONAL CORP	211490	04/30/2021	B13297582	010-07200-0-11100-10000-58000-0-0000	\$339.12
14308 SHI INTERNATIONAL CORP	211491	04/30/2021	B13298989	010-07200-0-11100-10000-58000-0-0000	\$206.57
14308 SHI INTERNATIONAL CORP	211492	04/30/2021	B13291210	010-07200-0-11100-10000-58000-0-0000	\$175.03
14111 SISIC	211494	05/07/2021	MAY HW RET.BRD.ACT	010-00000-0-00000-00000-95024-0-0000	\$61,895.31
14111 SISIC	211495	05/07/2021	MAY HW RET.BRD	010-00000-0-00000-00000-95028-0-0000	\$7,960.40
14111 SISIC	211493	05/07/2021	MAY HW RET.BRD.ACT	010-00000-0-00000-71000-34020-0-0000	\$7,277.40
5388 SOUTHERN CAL GAS	211436	04/30/2021	108 416 9100 8	010-00000-0-00000-81000-55000-0-0000	\$958.87
5388 SOUTHERN CAL GAS	211653	05/28/2021	108 416 9100 8	010-00000-0-00000-81000-55000-0-0000	\$367.52
5383 SOUTHERN CALIF EDISON CO	211592	05/28/2021	700142519619	010-99900-0-00000-81000-55000-0-0000	\$1,439.46
13902 SOUTHWEST SCH. & OFFICE SUPPLY	211473	04/30/2021	PINV0800853	010-00000-0-11100-10000-43000-0-0000	\$72.62
13902 SOUTHWEST SCH. & OFFICE SUPPLY	211551	05/14/2021	PINV0812422	010-00000-0-11100-10000-43000-0-0000	\$40.59
13902 SOUTHWEST SCH. & OFFICE SUPPLY	211552	05/14/2021	PINV0812404	010-00000-0-11100-10000-43000-0-0000	\$293.35
13902 SOUTHWEST SCH. & OFFICE SUPPLY	211553	05/14/2021	PINV0812420	010-00000-0-11100-10000-43000-0-0000	\$257.55
13130 SYSCO FOOD SERVICES	211476	04/30/2021	284713075	010-32120-0-00000-37000-43000-0-0000	\$1,061.55
13366 TAMARA MORTON	211536	05/14/2021	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$96.96
13828 THE DIESEL DOCTOR	211598	05/28/2021	48307	010-07230-0-00000-36000-56000-0-0000	\$937.66
14369 THE HOME DEPOT PRO	211485	04/30/2021	609830310	010-00000-0-00000-81000-43000-0-0000	\$55.63
14369 THE HOME DEPOT PRO	211483	04/30/2021	609088125	010-00000-0-00000-81000-43000-0-0000	\$127.72
14369 THE HOME DEPOT PRO	211484	04/30/2021	609318571	010-00000-0-00000-81000-43000-0-0000	\$21.97
14369 THE HOME DEPOT PRO	211518	05/07/2021	612338954	010-00000-0-00000-81000-43000-0-0000	\$1,540.75
14369 THE HOME DEPOT PRO	211597	05/28/2021	61193384	010-00000-0-00000-81000-43000-0-0000	\$410.42
14369 THE HOME DEPOT PRO	211488	04/30/2021	604645259	010-32120-0-00000-81000-43000-0-0000	\$2,459.12
14369 THE HOME DEPOT PRO	211487	04/30/2021	607284445	010-32120-0-00000-81000-43000-0-0000	\$2,153.17
13985 TIFFANI BENEDETTI	211542	05/14/2021	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$100.00
12264 TIPTON AUTO PARTS	211516	05/07/2021	22356	010-81500-0-00000-81000-43000-0-0000	\$13.09
12264 TIPTON AUTO PARTS	211517	05/07/2021	22580	010-81500-0-00000-81000-43000-0-0000	\$43.07
5760 TIPTON COMMUNITY SERVICES DIST	211508	05/07/2021	10040002	010-00000-0-00000-81000-55000-0-0000	\$825.02
14414 T-MOBILE USA INC.	211458	04/30/2021	970029235	010-32120-0-11100-10000-59000-0-0000	\$6,960.00
14414 T-MOBILE USA INC.	211601	05/28/2021	970029235	010-32120-0-11100-10000-59000-0-0000	\$7,000.00
14426 TRAFERA, LLC	211512	05/07/2021	1000208260	010-60100-0-11100-10000-43000-0-0000	\$6,385.94
14426 TRAFERA, LLC	211511	05/07/2021	1000208068	010-60100-0-11100-10000-44000-0-0000	\$1,174.48



14426 TRAFERA, LLC	211513	05/07/2021	1000211507	010-73880-0-11100-10000-43000-0-0000	\$5,100.00
13463 TULARE COUNTY OFFICE OF EDUCAT	211520	05/07/2021	211512	010-00000-0-00000-72000-58000-0-0000	\$3,324.96
13463 TULARE COUNTY OFFICE OF EDUCAT	211570	05/14/2021	211433	010-00000-0-00000-72000-58000-0-0000	\$5,000.00
13463 TULARE COUNTY OFFICE OF EDUCAT	211569	05/14/2021	211472	010-00000-0-00000-72000-59000-0-0000	\$2,400.00
13463 TULARE COUNTY OFFICE OF EDUCAT	211573	05/14/2021	211824	010-00000-0-11100-10000-58000-0-0000	\$150.00
13463 TULARE COUNTY OFFICE OF EDUCAT	211564	05/14/2021	211415	010-40350-1-11100-24900-58000-0-0000	\$1,000.00
12324 TULE TRASH COMPANY	211509	05/07/2021	100997	010-00000-0-00000-81000-55000-0-0000	\$882.34
14424 U.S. BANK EQUIPMENT FINANCE	211498	05/07/2021	441795788	010-00000-0-00000-72000-58000-0-0000	\$266.13
14424 U.S. BANK EQUIPMENT FINANCE	211497	05/07/2021	441795788	010-00000-0-11100-10000-58000-0-0000	\$798.42
14238 URBAN FUTURES INC	211581	05/28/2021	DISCLOSURE2020-223	010-99900-0-00000-85000-58000-0-0000	\$425.00
13496 VALLEY PACIFIC PET. SERV., INC	211563	05/14/2021	21-408163	010-07230-0-00000-36000-43000-0-0000	\$1,170.02

**010-General Fund Total Expenditures:**

**\$200,182.62**

14101 B&B PEST CONTROL SERVICE	211441	04/30/2021	01-TIP-03-21	130-53100-0-00000-37000-58000-0-0000	\$40.00
14101 B&B PEST CONTROL SERVICE	211558	05/14/2021	01-TIP-04-21	130-53100-0-00000-37000-58000-0-0000	\$40.00
14374 F & M VISA b	211468	04/30/2021	7885 BETTENCOURT	130-53100-0-00000-37000-43000-0-0000	\$90.65
14373 F & M VISA m	211607	05/28/2021	3661 MARTIN	130-53100-0-00000-37000-47000-0-0000	\$122.19
14246 FRESNO PRODUCE INC	211444	04/30/2021	980765	130-53100-0-00000-37000-47000-0-0000	\$803.65
14246 FRESNO PRODUCE INC	211546	05/14/2021	981797	130-53100-0-00000-37000-47000-0-0000	\$630.15
14246 FRESNO PRODUCE INC	211547	05/14/2021	982410	130-53100-0-00000-37000-47000-0-0000	\$187.04
14246 FRESNO PRODUCE INC	211548	05/14/2021	980781	130-53100-0-00000-37000-47000-0-0000	\$85.50
14246 FRESNO PRODUCE INC	211545	05/14/2021	980779	130-53100-0-00000-37000-47000-0-0000	\$392.49
14246 FRESNO PRODUCE INC	211593	05/28/2021	981655	130-53100-0-00000-37000-47000-0-0000	\$274.40
14246 FRESNO PRODUCE INC	211594	05/28/2021	981654	130-53100-0-00000-37000-47000-0-0000	\$466.96
14246 FRESNO PRODUCE INC	211595	05/28/2021	980784	130-53100-0-00000-37000-47000-0-0000	\$742.40
12921 GOLD STAR FOODS INC.	211445	04/30/2021	3781554	130-53100-0-00000-37000-47000-0-0000	\$338.77
12921 GOLD STAR FOODS INC.	211571	05/14/2021	3826786	130-53100-0-00000-37000-47000-0-0000	\$105.75
12921 GOLD STAR FOODS INC.	211572	05/14/2021	3860617	130-53100-0-00000-37000-47000-0-0000	\$71.25
12921 GOLD STAR FOODS INC.	211574	05/14/2021	3849648	130-53100-0-00000-37000-58000-0-0000	\$144.00
14345 J & E RESTAURANT SUPPLY	211579	05/28/2021	74359	130-53100-0-00000-37000-43000-0-0000	\$217.00
14287 P & R Paper Supply Company, In	211549	05/14/2021	10953286-00	130-53100-0-00000-37000-43000-0-0000	\$1,021.47
14287 P & R Paper Supply Company, In	211550	05/14/2021	10955490-00	130-53100-0-00000-37000-43000-0-0000	\$10.10
14287 P & R Paper Supply Company, In	210042	05/14/2021	10953234-00	130-53100-0-00000-37000-43000-0-0000	(\$50.50)
13191 PRODUCERS DAIRY FOODS	211472	04/30/2021	4808085079782/9222	130-53100-0-00000-37000-47000-0-0000	\$1,124.94
13191 PRODUCERS DAIRY FOODS	211504	05/07/2021	48085081152/0353	130-53100-0-00000-37000-47000-0-0000	\$1,317.38
13130 SYSCO FOOD SERVICES	211474	04/30/2021	284732684	130-53100-0-00000-37000-47000-0-0000	\$4,120.41
13130 SYSCO FOOD SERVICES	211475	04/30/2021	284747489	130-53100-0-00000-37000-47000-0-0000	\$6,618.83
13130 SYSCO FOOD SERVICES	210040	04/30/2021	284734026	130-53100-0-00000-37000-47000-0-0000	(\$4.00)
13130 SYSCO FOOD SERVICES	211554	05/14/2021	284756637	130-53100-0-00000-37000-47000-0-0000	\$917.10
12324 TULE TRASH COMPANY	211510	05/07/2021	100996	130-53100-0-00000-81000-55000-0-0000	\$1,194.63
12650 VALLEY FOOD SERVICE	211500	05/07/2021	397222	130-53100-0-00000-37000-47000-0-0000	\$803.70
12650 VALLEY FOOD SERVICE	211499	05/07/2021	397492	130-53100-0-00000-37000-47000-0-0000	\$744.82
12650 VALLEY FOOD SERVICE	211544	05/14/2021	398350	130-53100-0-00000-37000-47000-0-0000	\$344.78

**130-Cafeteria Fund Total Expenditures:**

**\$22,915.86**

14238 URBAN FUTURES INC	211580	05/28/2021	DISCLOSURE2020-223	210-99900-0-00000-85000-58000-0-0000	\$3,000.00
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**210-Building Fund::**

**\$3,000.00**

12498 VISALIA TIMES-DELTA	211496	05/07/2021	0003757418	350-77110-0-00000-81000-58000-0-0000	\$215.48
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**350-County Facilities Fund (New Construction):**

13607 MANGINI ASSOCIATES, INC.	211519	05/07/2021	11531	351-78100-0-00000-85000-62000-0-0000	\$6,600.00
14238 URBAN FUTURES INC	211582	05/28/2021	DISCLOSURE 2020-223	351-77100-0-00000-85000-58000-0-0000	\$500.00
<b>351-County Facilities Fund (Modernization):</b>					<b>\$7,100.00</b>

**Total Payments**

**\$233,413.96**

**10. FINANCE: Action items:**

**10.2 Budget Revisions**

# Budget Revision Report

Bdg Revision Final

Control Number: 52847542

Fund:	0100	General Fund	Account Classification	Approved / Revised	Change Amount	Proposed Budget
<b>Revenues</b>						
<b>LCFF Sources</b>						
			010-00000-0-00000-00000-80110-0-0000	\$4,280,377.00	(\$31,991.00)	\$4,248,386.00
			010-14000-0-00000-00000-80120-0-0000	\$956,581.00	\$31,991.00	\$988,572.00
			<b>Total:</b>	\$5,236,958.00	\$0.00	\$5,236,958.00
<b>Federal Revenues</b>						
			010-30100-1-00000-00000-82900-0-0000	\$273,298.00	\$16,972.00	\$290,270.00
			<b>Total:</b>	\$273,298.00	\$16,972.00	\$290,270.00
<b>Other State Revenues</b>						
			010-74250-0-00000-00000-85900-0-0000	\$0.00	\$381,993.00	\$381,993.00
			010-74260-0-00000-00000-85900-0-0000	\$0.00	\$41,444.00	\$41,444.00
			<b>Total:</b>	\$0.00	\$423,437.00	\$423,437.00
<b>Other Local Revenues</b>						
			010-00000-0-00000-00000-86600-0-0000	\$70,000.00	(\$3,000.00)	\$67,000.00
			010-00000-0-00000-00000-86990-0-0000	\$18,347.31	\$2,652.69	\$21,000.00
			010-90104-0-00000-00000-86250-0-0000	\$0.00	\$227.00	\$227.00
			010-90336-0-00000-00000-86990-0-0000	\$76,567.00	\$2,571.00	\$79,138.00
			<b>Total:</b>	\$164,914.31	\$2,450.69	\$167,365.00
<b>Total Revenues</b>				\$5,675,170.31	\$442,859.69	\$6,118,030.00
<b>Expenditures</b>						
<b>Certificated Salaries</b>						
			010-00000-0-11100-10000-11000-0-0000	\$1,652,190.00	(\$602,190.00)	\$1,050,000.00
			010-00000-0-11100-10000-11001-0-0000	(\$662,041.00)	\$662,041.00	\$0.00
			010-00000-0-11100-10000-11002-0-0000	\$70,000.00	(\$30,000.00)	\$40,000.00
			010-00000-0-11100-10000-11003-0-0000	\$17,500.00	(\$7,500.00)	\$10,000.00
			010-07200-0-11100-10000-11000-0-0000	\$378,774.00	\$13,226.00	\$392,000.00
			010-14000-0-11100-10000-11000-0-0000	\$662,041.00	\$10,443.00	\$672,484.00
			010-32120-0-11100-10000-11000-0-0000	\$66,735.00	\$630.00	\$67,365.00

# Budget Revision Report

**Bdg Revision Final**

Control Number: 52847542

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-40350-0-11100-24900-19000-0-0000	\$5,654.00	\$1,696.00	\$7,350.00
010-74250-0-11350-10000-11000-0-0000	\$0.00	\$36,000.00	\$36,000.00
010-74250-0-11350-27000-13000-0-0000	\$0.00	\$4,819.00	\$4,819.00
<b>Total:</b>	\$2,190,853.00	\$89,165.00	\$2,280,018.00
<b>Classified Salaries</b>			
010-00000-0-00000-72000-23000-0-0000	\$78,906.00	(\$3,906.00)	\$75,000.00
010-00000-0-00000-72000-24000-0-0000	\$27,550.00	\$5,450.00	\$33,000.00
010-00000-0-00000-81000-22000-0-0000	\$77,986.00	\$514.00	\$78,500.00
010-00000-0-00000-81000-22002-0-0000	\$12,000.00	(\$7,000.00)	\$5,000.00
010-07200-0-11100-10000-21000-0-0000	\$130,254.00	\$1,746.00	\$132,000.00
010-07230-0-00000-36000-22000-0-0000	\$43,572.00	\$24,428.00	\$68,000.00
010-07230-0-00000-36000-22003-0-0000	\$1,000.00	(\$500.00)	\$500.00
010-07230-0-00000-36000-23000-0-0000	\$16,195.00	\$2,805.00	\$19,000.00
010-74250-0-11350-10000-21000-0-0000	\$0.00	\$8,530.00	\$8,530.00
010-74250-0-11350-27000-24000-0-0000	\$0.00	\$1,184.00	\$1,184.00
010-81500-0-00000-81000-22002-0-0000	\$10,000.00	(\$2,805.00)	\$7,195.00
010-81500-0-00000-81000-23000-0-0000	\$16,195.00	\$2,805.00	\$19,000.00
010-90101-0-11100-31300-22000-0-0000	\$8,673.00	\$327.00	\$9,000.00
010-90336-0-11100-10000-29000-2-0000	\$105.00	(\$105.00)	\$0.00
<b>Total:</b>	\$422,436.00	\$33,473.00	\$455,909.00
<b>Employee Benefits</b>			
010-00000-0-00000-27000-37510-0-0000	\$450.00	(\$170.00)	\$280.00
010-00000-0-00000-27000-37520-0-0000	\$135.00	\$145.00	\$280.00
010-00000-0-11100-10000-31010-0-0000	\$290,960.00	(\$112,960.00)	\$178,000.00
010-00000-0-11100-10000-31011-0-0000	(\$294,540.00)	\$294,540.00	\$0.00
010-00000-0-11100-10000-33013-0-0000	\$23,957.00	(\$6,957.00)	\$17,000.00
010-00000-0-11100-10000-34010-0-0000	\$348,809.00	(\$128,809.00)	\$220,000.00
010-00000-0-11100-10000-35010-0-0000	\$826.00	(\$276.00)	\$550.00
010-00000-0-11100-10000-36010-0-0000	\$65,262.00	(\$24,262.00)	\$41,000.00
010-07200-0-11100-10000-31010-0-0000	\$62,000.00	\$1,500.00	\$63,500.00
010-07200-0-11100-10000-33013-0-0000	\$5,492.00	\$208.00	\$5,700.00
010-07200-0-11100-10000-34010-0-0000	\$83,714.00	\$86.00	\$83,800.00
010-07200-0-11100-10000-34020-0-0000	\$8,200.00	\$600.00	\$8,800.00

# Budget Revision Report

**Bdg Revision Final**

**Control Number: 52847542**

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-07200-0-11100-10000-35010-0-0000	\$190.00	\$10.00	\$200.00
010-07200-0-11100-10000-36020-0-0000	\$4,200.00	\$900.00	\$5,100.00
010-07200-0-11100-10000-37010-0-0000	\$728.00	\$22.00	\$750.00
010-07200-0-11100-10000-37020-0-0000	\$520.00	(\$295.00)	\$225.00
010-07200-0-11100-24203-34020-0-0000	\$17,445.00	\$155.00	\$17,600.00
010-07200-0-11100-24203-36020-0-0000	\$1,538.00	\$62.00	\$1,600.00
010-07230-0-00000-36000-32020-0-0000	\$12,372.00	\$6,128.00	\$18,500.00
010-07230-0-00000-36000-33022-0-0000	\$3,706.00	\$1,794.00	\$5,500.00
010-07230-0-00000-36000-33023-0-0000	\$867.00	\$433.00	\$1,300.00
010-07230-0-00000-36000-34020-0-0000	\$20,203.00	\$9,797.00	\$30,000.00
010-07230-0-00000-36000-35020-0-0000	\$30.00	\$15.00	\$45.00
010-07230-0-00000-36000-36020-0-0000	\$2,181.00	\$1,119.00	\$3,300.00
010-14000-0-11100-10000-31010-0-0000	\$121,816.00	(\$11,816.00)	\$110,000.00
010-14000-0-11100-10000-33013-0-0000	\$11,581.00	(\$1,581.00)	\$10,000.00
010-14000-0-11100-10000-34010-0-0000	\$140,450.00	(\$5,450.00)	\$135,000.00
010-14000-0-11100-10000-35010-0-0000	\$331.00	\$69.00	\$400.00
010-14000-0-11100-10000-36010-0-0000	\$16,665.00	\$8,335.00	\$25,000.00
010-40350-0-11100-24900-31010-0-0000	\$822.00	\$378.00	\$1,200.00
010-40350-0-11100-24900-33013-0-0000	\$74.00	\$36.00	\$110.00
010-40350-0-11100-24900-34010-0-0000	\$1,014.00	\$1,786.00	\$2,800.00
010-40350-0-11100-24900-35010-0-0000	\$3.00	\$1.00	\$4.00
010-40350-0-11100-24900-36010-0-0000	\$190.00	\$85.00	\$275.00
010-40350-0-11100-24900-36010-0-0000	\$9.00	\$4.00	\$13.00
010-40350-0-11100-24900-37010-0-0000	\$18.00	\$7.00	\$25.00
010-74250-0-11350-10000-31010-0-0000	\$0.00	\$5,814.00	\$5,814.00
010-74250-0-11350-10000-32020-0-0000	\$0.00	\$1,766.00	\$1,766.00
010-74250-0-11350-10000-33013-0-0000	\$0.00	\$522.00	\$522.00
010-74250-0-11350-10000-33022-0-0000	\$0.00	\$529.00	\$529.00
010-74250-0-11350-10000-33023-0-0000	\$0.00	\$124.00	\$124.00
010-74250-0-11350-10000-35010-0-0000	\$0.00	\$18.00	\$18.00
010-74250-0-11350-10000-35020-0-0000	\$0.00	\$103.00	\$103.00
010-74250-0-11350-10000-36010-0-0000	\$0.00	\$1,268.00	\$1,268.00
010-74250-0-11350-10000-36020-0-0000	\$0.00	\$301.00	\$301.00
010-74250-0-11350-10000-37010-0-0000	\$0.00	\$61.00	\$61.00
010-74250-0-11350-10000-37020-0-0000	\$0.00	\$15.00	\$15.00

**Budget Revision Report**

Bdg Revision Final

Control Number: 52847542

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-74250-0-11350-27000-31010-0-0000	\$0.00	\$779.00	\$779.00
010-74250-0-11350-27000-32020-0-0000	\$0.00	\$245.00	\$245.00
010-74250-0-11350-27000-33013-0-0000	\$0.00	\$70.00	\$70.00
010-74250-0-11350-27000-33022-0-0000	\$0.00	\$74.00	\$74.00
010-74250-0-11350-27000-33023-0-0000	\$0.00	\$18.00	\$18.00
010-74250-0-11350-27000-35010-0-0000	\$0.00	\$3.00	\$3.00
010-74250-0-11350-27000-35020-0-0000	\$0.00	\$15.00	\$15.00
010-74250-0-11350-27000-36010-0-0000	\$0.00	\$170.00	\$170.00
010-74250-0-11350-27000-36020-0-0000	\$0.00	\$42.00	\$42.00
010-74250-0-11350-27000-37010-0-0000	\$0.00	\$8.00	\$8.00
010-74250-0-11350-27000-37020-0-0000	\$0.00	\$2.00	\$2.00
010-90101-0-11100-31300-32020-0-0000	\$1,839.00	\$61.00	\$1,900.00
010-90101-0-11100-31300-33022-0-0000	\$551.00	\$9.00	\$560.00
010-90101-0-11100-31300-33023-0-0000	\$129.00	\$6.00	\$135.00
010-90101-0-11100-31300-34020-0-0000	\$40.00	(\$25.00)	\$15.00
010-90101-0-11100-31300-36020-0-0000	\$324.00	\$26.00	\$350.00
010-90336-0-11100-10000-32020-2-0000	\$10.00	(\$10.00)	\$0.00
010-90336-0-11100-10000-33022-2-0000	\$9.88	(\$9.88)	\$0.00
010-90336-0-11100-10000-33023-2-0000	\$0.12	(\$0.12)	\$0.00
010-90336-0-11100-10000-35020-2-0000	\$10.00	(\$10.00)	\$0.00
010-90336-0-11100-10000-36020-2-0000	\$5.00	(\$5.00)	\$0.00
010-90336-0-11100-10000-37020-2-0000	\$5.00	(\$5.00)	\$0.00
010-90336-0-11100-10000-37520-2-0000	\$5.00	(\$5.00)	\$0.00
<b>Total:</b>	\$955,146.00	\$47,618.00	\$1,002,764.00
<b>Books and Supplies</b>			
010-00000-0-00000-72000-44000-0-0000	\$1,200.00	(\$1,200.00)	\$0.00
010-00000-0-11100-10000-43000-0-0000	\$20,000.00	(\$15,000.00)	\$5,000.00
010-00000-0-11100-10000-44000-0-0000	\$10,000.00	(\$5,000.00)	\$5,000.00
010-07200-0-11100-10000-44000-0-0000	\$162,937.00	(\$18,003.00)	\$144,934.00
010-07200-0-11100-24203-43000-0-0000	\$6,300.00	(\$217.00)	\$6,083.00
010-07230-0-00000-36000-44000-0-0000	\$860.92	\$139.08	\$1,000.00
010-11000-0-11100-10000-43000-0-0000	\$78,209.00	(\$48,209.00)	\$30,000.00
010-30100-1-11100-10000-43000-0-0000	\$35,179.00	\$16,794.00	\$51,973.00
010-32100-0-00000-81000-43000-0-0000	\$65,565.70	\$1,502.39	\$67,068.09

# Budget Revision Report

Bdg Revision Final

Control Number: 52847542

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-32100-0-11100-10000-43000-0-0000	\$49,743.90	(\$367.42)	\$49,376.48
010-32100-0-11100-10000-44000-0-0000	\$4,824.91	(\$1,200.78)	\$3,624.13
010-32120-0-00000-81000-43000-0-0000	\$170,000.00	(\$150,000.00)	\$20,000.00
010-32120-0-00000-81000-44000-0-0000	\$100,000.00	(\$90,000.00)	\$10,000.00
010-32120-0-11100-10000-43000-0-0000	\$121,000.00	(\$111,000.00)	\$10,000.00
010-32120-0-11100-10000-44000-0-0000	\$76,220.00	(\$66,220.00)	\$10,000.00
010-41270-0-11100-10000-44000-0-0000	\$30,000.00	(\$3,993.00)	\$26,007.00
010-56400-0-11100-10000-43000-0-0000	\$500.00	\$500.00	\$1,000.00
010-60100-0-11100-10000-43000-0-0000	\$23,197.49	\$4,000.00	\$27,197.49
010-60100-0-11100-10000-44000-0-0000	\$4,220.00	(\$2,000.00)	\$2,220.00
010-63000-0-11100-10000-41000-0-0000	\$12,548.00	(\$2,548.00)	\$10,000.00
010-63000-0-11100-10000-42000-0-0000	\$13,000.00	(\$3,000.00)	\$10,000.00
010-74250-0-11350-10000-43000-0-0000	\$0.00	\$800.00	\$800.00
010-90336-0-00000-37000-47000-2-0000	\$7,398.64	\$98.36	\$7,497.00
010-90336-0-11100-10000-43000-0-0000	\$4,428.24	\$2,571.00	\$6,999.24
010-90336-0-11100-10000-43000-2-0000	\$2,411.36	\$62.64	\$2,474.00
<b>Total:</b>	<b>\$999,744.16</b>	<b>(\$491,490.73)</b>	<b>\$508,253.43</b>
<b>Services, Other Operating Expenses</b>			
010-00000-0-00000-71000-52000-0-0000	\$2,700.00	(\$700.00)	\$2,000.00
010-00000-0-00000-71000-58000-0-0000	\$33,000.00	\$2,000.00	\$35,000.00
010-00000-0-00000-71000-58009-0-0000	\$500.00	(\$490.00)	\$10.00
010-00000-0-00000-71100-58000-0-0000	\$5,000.00	(\$500.00)	\$4,500.00
010-00000-0-00000-72000-52000-0-0000	\$4,400.00	(\$900.00)	\$3,500.00
010-00000-0-00000-72000-53000-0-0000	\$9,000.00	(\$1,000.00)	\$8,000.00
010-00000-0-00000-72000-54500-0-0000	\$30,000.00	\$13,000.00	\$43,000.00
010-00000-0-00000-72000-58000-0-0000	\$21,000.00	\$14,000.00	\$35,000.00
010-00000-0-00000-72000-59000-0-0000	\$15,000.00	(\$8,000.00)	\$7,000.00
010-00000-0-00000-81000-55000-0-0000	\$50,000.00	(\$5,000.00)	\$45,000.00
010-00000-0-00000-81000-58000-0-0000	\$20,000.00	\$10,000.00	\$30,000.00
010-00000-0-00000-82000-56000-0-0000	\$0.00	\$2,500.00	\$2,500.00
010-00000-0-00000-82000-59000-0-0000	\$5,000.00	(\$2,500.00)	\$2,500.00
010-00000-0-11100-10000-52000-0-0000	\$1,500.00	(\$1,000.00)	\$500.00
010-00000-0-11100-10000-58000-0-0000	\$21,000.00	\$5,000.00	\$26,000.00
010-00000-0-11100-10000-59000-0-0000	\$1,000.00	(\$500.00)	\$500.00



# Budget Revision Report

Bdg Revision Final

Control Number: 52847542

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-07200-0-11100-10000-58000-0-0000	\$36,000.00	\$3,000.00	\$39,000.00
010-07230-0-00000-36000-56000-0-0000	\$8,500.00	\$9,500.00	\$18,000.00
010-07230-0-00000-36000-58000-0-0000	\$14,139.08	(\$9,139.08)	\$5,000.00
010-30100-1-11100-10000-58000-0-0000	\$83,302.37	(\$302.37)	\$83,000.00
010-32100-0-11100-10000-58000-0-0000	\$0.00	\$299.00	\$299.00
010-32100-0-11100-10000-59000-0-0000	\$13,840.50	(\$233.19)	\$13,607.31
010-32120-0-00000-81000-58000-0-0000	\$100,000.00	(\$90,000.00)	\$10,000.00
010-56400-0-11100-10000-58000-0-0000	\$250.00	\$250.00	\$500.00
010-60100-0-11100-10000-58000-0-0000	\$2,000.00	(\$2,000.00)	\$0.00
010-90100-0-11100-10000-52000-0-0000	\$899.78	(\$399.78)	\$500.00
010-90101-0-11100-31300-52000-0-0000	\$229.00	(\$179.00)	\$50.00
010-90336-0-11100-10000-52000-2-0000	\$40.00	(\$11.00)	\$29.00
<b>Total:</b>	\$478,300.73	(\$63,305.42)	\$414,995.31
<b>Capital Outlay</b>			
010-32120-0-00000-81000-64000-0-0000	\$100,000.00	(\$93,410.00)	\$6,590.00
<b>Total:</b>	\$100,000.00	(\$93,410.00)	\$6,590.00
<b>Direct Support/Indirect Costs</b>			
010-00000-0-00000-72100-73100-0-0000	(\$26,579.10)	(\$21,195.81)	(\$47,774.91)
010-30100-1-00000-72100-73100-0-0000	\$5,673.63	\$480.37	\$6,154.00
<b>Total:</b>	(\$20,905.47)	(\$20,715.44)	(\$41,620.91)
<b>Total Expenditures</b>	\$5,125,574.42	(\$498,665.59)	\$4,626,908.83
<b>Other Financing Sources/Uses</b>			
<b>Contributions</b>			
010-00000-0-00000-00000-89800-0-0000	(\$2,248,312.60)	(\$46,568.00)	(\$2,294,880.60)
010-07230-0-00000-00000-89800-0-0000	\$164,328.00	\$46,519.00	\$210,847.00
010-40350-0-00000-00000-89900-0-0000	(\$25,000.00)	\$3,993.00	(\$21,007.00)
010-41270-0-00000-00000-89900-0-0000	\$25,000.00	(\$3,993.00)	\$21,007.00
010-90101-0-00000-00000-89800-0-0000	\$500.00	\$49.00	\$549.00
<b>Total:</b>	(\$2,083,484.60)	\$0.00	(\$2,083,484.60)

**Bdg Revision Final**

**Control Number: 52847542**

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Budgeted Unappropriated Fund Balance before this adjustment:		<b>\$3,887,456.76</b>	
Total Adjustment to Unappropriated Fund Balance:		<b>\$941,525.28</b>	
Budgeted Unappropriated Fund Balance after this adjustment:		<b>\$4,828,982.04</b>	

# Budget Revision Report

Bdg Revision Final

Control Number: 52847542

Account Classification	Approved / Revised	Change Amount	Proposed Budget
<b>Fund: 1300 Cafeteria Special Revenue Fund</b>			
<b>Revenues</b>			
<b>Other State Revenues</b>			
130-70270-0-00000-00000-85200-0-0000	\$0.00	\$38,652.00	\$38,652.00
<b>Total:</b>	\$0.00	\$38,652.00	\$38,652.00
<b>Other Local Revenues</b>			
130-53100-0-00000-00000-86600-0-0000	\$3,392.01	\$1,607.99	\$5,000.00
130-53100-0-00000-00000-86620-0-0000	(\$8,570.63)	\$8,570.63	\$0.00
130-53100-0-00000-00000-86990-0-0000	\$10,000.00	(\$5,000.00)	\$5,000.00
<b>Total:</b>	\$4,821.38	\$5,178.62	\$10,000.00
<b>Total Revenues</b>	\$4,821.38	\$43,830.62	\$48,652.00
<b>Expenditures</b>			
<b>Classified Salaries</b>			
130-53100-0-00000-37000-22000-0-0000	\$96,339.00	\$2,661.00	\$99,000.00
130-53100-0-00000-37000-22002-0-0000	\$7,500.00	\$500.00	\$8,000.00
130-53100-0-00000-37000-22003-0-0000	\$3,500.00	\$500.00	\$4,000.00
<b>Total:</b>	\$107,339.00	\$3,661.00	\$111,000.00
<b>Employee Benefits</b>			
130-53100-0-00000-37000-33022-0-0000	\$9,124.00	\$476.00	\$9,600.00
130-53100-0-00000-37000-33023-0-0000	\$2,133.00	\$167.00	\$2,300.00
130-53100-0-00000-37000-34020-0-0000	\$21,850.00	\$2,150.00	\$24,000.00
130-53100-0-00000-37000-35020-0-0000	\$74.00	\$3.00	\$77.00
130-53100-0-00000-37000-36020-0-0000	\$5,372.00	\$378.00	\$5,750.00
<b>Total:</b>	\$38,553.00	\$3,174.00	\$41,727.00
<b>Books and Supplies</b>			
130-53100-0-00000-37000-44000-0-0000	\$7,500.00	(\$2,500.00)	\$5,000.00
130-70270-0-00000-37000-47000-0-0000	\$0.00	\$38,652.00	\$38,652.00
<b>Total:</b>	\$7,500.00	\$36,152.00	\$43,652.00
<b>Services, Other Operating Expenses</b>			

## Budget Revision Report

Bdg Revision Final

Control Number: 52847542

Account Classification	Approved / Revised	Change Amount	Proposed Budget
130-53100-0-00000-81000-55000-0-0000	\$14,450.00	\$550.00	\$15,000.00
<b>Total:</b>	\$14,450.00	\$550.00	\$15,000.00
<b>Total Expenditures</b>	\$167,842.00	\$43,537.00	\$211,379.00

Budgeted Unappropriated Fund Balance before this adjustment:

**Total Adjustment to Unappropriated Fund Balance:**

**\$293.62**

Budgeted Unappropriated Fund Balance after this adjustment:

**\$309,026.41**

# Budget Revision Report

Bdg Revision Final

Control Number: 52847542

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 1400 Deferred Maintenance Fund Expenditures			
Services, Other Operating Expenses			
140-06205-0-00000-81000-56000-0-0000	\$0.00	\$11,000.00	\$11,000.00
<b>Total:</b>	\$0.00	\$11,000.00	\$11,000.00
<b>Total Expenditures</b>	\$0.00	\$11,000.00	\$11,000.00
<b>Budgeted Unappropriated Fund Balance before this adjustment:</b>		<b>\$65,028.51</b>	
<b>Total Adjustment to Unappropriated Fund Balance:</b>		<b>(\$11,000.00)</b>	
<b>Budgeted Unappropriated Fund Balance after this adjustment:</b>		<b>\$54,028.51</b>	

# Budget Revision Report

Bdg Revision Final

Control Number: 52847542

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 2100 Building Fund			
Revenues			
Other Local Revenues			
210-99900-0-00000-00000-86600-0-0000	\$50.00	(\$40.00)	\$10.00
<b>Total:</b>	\$50.00	(\$40.00)	\$10.00
<b>Total Revenues</b>	\$50.00	(\$40.00)	\$10.00

**Budgeted Unappropriated Fund Balance before this adjustment:**

**Total Adjustment to Unappropriated Fund Balance:**

**Budgeted Unappropriated Fund Balance after this adjustment:**

**\$644.54**  
**(\$40.00)**  
**\$604.54**

# Budget Revision Report

Bdg Revision Final

Control Number: 52847542

Account Classification	Approved / Revised	Change Amount	Proposed Budget
<b>Fund: 2510 Developer Fees Fund</b>			
<b>Revenues</b>			
<b>Other Local Revenues</b>			
251-99620-0-00000-00000-86600-0-0000	\$100.00	\$100.00	\$200.00
251-99620-0-00000-00000-86620-0-0000	\$50.00	(\$50.00)	\$0.00
251-99620-0-00000-00000-86810-0-0000	\$7,500.00	\$15,500.00	\$23,000.00
<b>Total:</b>	\$7,650.00	\$15,550.00	\$23,200.00

**Total Revenues**

**Budgeted Unappropriated Fund Balance before this adjustment:**

**Total Adjustment to Unappropriated Fund Balance:**

**Budgeted Unappropriated Fund Balance after this adjustment:**

**\$10,834.22**

**\$15,550.00**

**\$26,384.22**

**Budget Revision Report**

Bdg Revision Final

Control Number: 52847542

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 3500 County School Facilities Fund - New Construction			
Revenues			
Other Local Revenues			
350-77100-0-00000-00000-86600-0-0000	\$50.00	(\$45.00)	\$5.00
<b>Total Revenues</b>	<b>Total:</b>	<b>(\$45.00)</b>	<b>\$5.00</b>
		<b>(\$45.00)</b>	<b>\$5.00</b>
<b>Budgeted Unappropriated Fund Balance before this adjustment:</b>		<b>\$273.11</b>	
<b>Total Adjustment to Unappropriated Fund Balance:</b>		<b>(\$45.00)</b>	
<b>Budgeted Unappropriated Fund Balance after this adjustment:</b>		<b>\$228.11</b>	



# Budget Revision Report

Bdg Revision Final

Control Number: 52847542

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 3510 County School Facilities Fund - Modernization			
Revenues			
Other Local Revenues			
351-77100-0-00000-00000-86600-0-0000	\$3,128.08	\$2,371.92	\$5,500.00
<b>Total Revenues</b>	<b>Total:</b>	<b>\$2,371.92</b>	<b>\$5,500.00</b>
		<b>\$2,371.92</b>	<b>\$5,500.00</b>
<b>Budgeted Unappropriated Fund Balance before this adjustment:</b>		<b>\$3,687.03</b>	
<b>Total Adjustment to Unappropriated Fund Balance:</b>		<b>\$2,371.92</b>	
<b>Budgeted Unappropriated Fund Balance after this adjustment:</b>		<b>\$6,058.95</b>	

# Budget Revision Report

Control Number: 52847542

Account Classification Approved / Revised Change Amount Proposed Budget

At a meeting of the school board on \_\_\_\_\_, the board approved the above budget account lines change to those amounts indicated in the proposed budget column.

Authorized by: \_\_\_\_\_  
(County Office Use Only)  
Updated at County Office on \_\_\_\_/\_\_\_\_/\_\_\_\_ by \_\_\_\_\_