

TIPTON ELEMENTARY SCHOOL DISTRICT REGULAR BOARD MEETING AGENDA

Tuesday, June 7, 2022
7:00 p.m. District Board 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 2022 - 2023**
 - 2.1 Open for Public Questions and Comments
 - 2.2 Close Public Hearing
3. **Open Public Hearing on 2022-2023 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) 2022 - 2023**
 - 4.1 Open for Public Questions and Comments
 - 4.2 Close Public Hearing
5. **Open Public Hearing on the 2022 - 2023 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. **CONSENT CALENDAR: Action items:**
 - 7.1 Minutes of the Regular Board Meeting - May 3, 2022
 - 7.2 Agreement with TCOE for ERS Library Media Services
 - 7.3 Agreement with TCOE for Psychological Services
 - 7.4 Agreement with TCOE to Furnish Food Service between a Child Care and Adult Food Program Sponsor and a School District
 - 7.5 Agreement with TCOE for Licensed Vocational Nurse (LVN)
 - 7.6 Agreement with TCOE for Licensed Vocational Nurse (RN)

- 7.7 Facilities and Field Trip Requests
- 7.8 Save the Children Partner Agreement

8. ADMINISTRATIVE: Action items:

- 8.1 Expanded Learning Opportunities Program
- 8.2 Board Resolution #2021-2022-11, Authorizing Inter-fund Loan for Cash Flow Purposes
- 8.3 Board Resolution #2021-2022-12, Authorization for County Superintendent of Schools to Make Year End Budget Transfers
- 8.4 Board Resolution #2021-2022-13, Authorizing Inter-fund Transfers In Accordance with the Budget
- 8.5 Consider and Approve extra workdays in June for the Superintendent and Principal
- 8.6 SY 2022-2023 Annual Renewal of Services Super Co-Op Joint Authority
- 8.7 Consultant Agreement with Tipton Elementary and Tyger Bates, CPA
- 8.8 In the Matter of Approving the Legal Services Agreement for the Tulare County Office of Education legal Services Consortium
- 8.9 Approve Contract Amendment – Floor Replacement Project at Tipton Elementary School
Recommend approving an amendment to the Floor Replacement Project at Tipton Elementary School – Furniture Moving
- 8.10 Approve Contract Amendment – Floor Replacement Project at Tipton Elementary School
Recommend approving an amendment to the Floor Replacement Project at Tipton Elementary School – Alternative Flooring Product
- 8.11 Agreement with Infinity for E-Rate Consulting Services
- 8.12 Approval of Transfer of Funds “Golden Handshake” Members of Public Employees’ Retirement Systems (PERS)

9. FINANCE: Action items:

- 9.1 Vendor Payments
- 9.2 Budget Revisions

10. INFORMATION: (Verbal Reports & presentations)

- 10.1 MOT--FOOD SERVICE—PROJECTS
- 10.2 Grounds/Fields
- 10.3 UPK Planning and Implementation Grant Program
- 10.4 Tipton 2022 Annual Solar Inspection Report
- 10.5 ACT/VNET – Presentation by Mr. Frank Silveira

11. Adjourn to Closed Session:

- 11.1 Education Code section 35146
Student transfers, inter District request, etc
- 11.2 Government Code Section 54957.6
Conference with labor negotiators
Agency designated representatives: Superintendent
Employee Organization: California School Employees Association and its Chapter 765
- 11.3 Government Code Section 54957.6
Conference with labor negotiators
Agency designated representatives: Superintendent
Employee Organization: CTA
- 11.4 Government Code Section 54957.6
Conference with labor negotiators
Agency designated representatives: Superintendent
Employee Organization: Principal, Business Manager, and Management Employees

- 11.5 Government Code Section 54957.6
Conference with labor negotiators
Agency designated representatives: Board President
Employee Organization: Superintendent
- 11.6 Government Code Section 54957
Public Employee Appointment/Employment
Title: Substitute District Secretary
- 11.7 Government Code Section 54957
Public Employee Appointment/Employment
Title: ASES Instructional Aide for 2022-2023
- 11.8 Government Code Section 54957
Public Employee Appointment/Employment
Title: Instructional Aide for 2022-2023
- 11.9 Government Code Section 54957
Public Employee Discipline/Dismissal/Release/Complaint

12. **Reconvene to open session**

13. **Report out from Closed Session**

14. **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 3, 2022

DISTRITO ESCOLAR PRIMARIO DE TIPTON
REUNIÓN ORDINARIA DE LA JUNTA
AGENDA

martes, 7 de junio de 2022
7:00 pm. Sala de Juntas de Distrito

1. **Llamada al orden - Saludo a la bandera**
De conformidad con la Ley de Estadounidenses con Discapacidades y la Ley Brown, si necesita asistencia especial para participar en la reunión, incluida la recepción de la agenda y los documentos en el paquete de la agenda en un formato alternativo, comuníquese con la oficina del Distrito Escolar Primario de Tipton al (559) 752-4213. La notificación 48 horas antes de la reunión permitirá que el distrito haga arreglos razonables para garantizar la accesibilidad a esta reunión (28CFR35.102-35, 104 ADA Título II) y permitirá la preparación de documentos en formato alternativo apropiado
2. **Audiencia pública abierta sobre la determinación del gasto de los fondos recibidos de la EPA para 2022 - 2023**
 - 2.1 Abierto para preguntas y comentarios públicos
 - 2.2 Cerrar audiencia pública
3. **Audiencia pública abierta sobre la reserva en exceso del fondo general de los distritos 2022-2023**
 - 3.1 Abierto para preguntas y comentarios públicos
 - 3.2 Audiencia pública cerrada
4. **Open Public Hearing on the Local Control Accountability Plan (LCAP) 2022 - 2023**
 - 4.1 Open for Public Questions and Comments
 - 4.2 Close Public Hearing
5. **Audiencia Pública Abierta sobre el Plan de Rendición de Cuentas de Control Local (LCAP) 2022 - 2023**
 - 5.1 Abierta para preguntas y comentarios públicos
 - 5.2 Cerrar audiencia pública
6. **Entrada pública:**
Con el fin de garantizar que los miembros del público tengan una oportunidad significativa de dirigirse a la junta sobre los puntos de la agenda que están dentro de la jurisdicción de la junta, los puntos de la agenda pueden abordarse en la parte de la agenda con aportes públicos o en el momento en que se trate el asunto. asumido por la junta. Las presentaciones de la junta están limitadas a 3 minutos por persona y 15 minutos por tema.
 - 6.1 Relaciones Comunitarias/Comentarios de Ciudadanos
 - 6.2 Informes por Unidades de Empleados CTA/CSEA
7. **CALENDARIO DE CONSENTIMIENTO: Elementos de acción**
 - 7.1 Acta de la Junta Ordinaria de Directorio - 3 de mayo de 2022
 - 7.2 Acuerdo con TCOE para ERS Library Media Services
 - 7.3 Acuerdo con TCOE para Servicios Psicológicos
 - 7.4 Acuerdo con TCOE para proporcionar servicio de alimentos entre cuidado de niños y alimentos para adultos: Patrocinador del programa y distrito escolar
 - 7.5 Acuerdo con TCOE para Enfermera Vocacional Licenciada (LVN)
 - 7.6 Acuerdo con TCOE para Enfermera Vocacional Licenciada (RN)

7.7 Solicitudes de instalaciones y excursiones

7.8 Acuerdo de socios de Save the Children

8. ADMINISTRATIVA: Elementos de acción:

8.1 Programa de Oportunidades de Aprendizaje Ampliadas

8.2 Resolución de la Junta n.º 2021-2022-11, que autoriza préstamos entre fondos para fines de flujo de caja

8.3 Resolución de la Junta #2021-2022-12, Autorización para Superintendente de Escuelas del Condado para hacer transferencias presupuestarias de fin de año

8.4 Resolución de la Junta #2021-2022-13, que autoriza transferencias entre fondos de acuerdo con el presupuesto

8.5 Considerar y aprobar días de trabajo extra en junio para el Superintendente y el Director

8.6 SY 2022-2023 Renovación Anual de Servicios Super Co-Op Autoridad Conjunta

8.7 Acuerdo de consultoría con Tipton Elementary y Tyger Bates, CPA

8.8 En Materia de Aprobación del Acuerdo de Servicios Legales para el Consorcio de Servicios Legales de la Oficina de Educación del Condado de Tulare

8.9 Aprobar la modificación del contrato: proyecto de reemplazo de pisos en la escuela primaria Tipton Recomendar la aprobación de una enmienda al Proyecto de Reemplazo de Pisos en Tipton Escuela primaria – Mudanza de muebles

8.10 Aprobar la modificación del contrato: proyecto de reemplazo de pisos en la escuela primaria Tipton Recomendar la aprobación de una enmienda al Proyecto de Reemplazo de Pisos en Tipton Escuela primaria - Producto de piso alternativo

8.11 Acuerdo con Infinity para Servicios de Consultoría E-Rate

8.12 Aprobación de Transferencia de Fondos “Apretón de Manos de Oro” Miembros de Empleados Públicos Sistemas de Retiro (PERS)

9. FINANZAS: Elementos de acción:

9.1 Pagos a proveedores

9.2 Revisiones del presupuesto

10. INFORMACIÓN: (Informes verbales y presentaciones)

10.1 MOT--SERVICIO DE ALIMENTOS-PROYECTOS

10.2 Terrenos/Campos

10.3 Programa de subvenciones de planificación e implementación de UPK

10.4 Informe anual de inspección solar Tipton 2022

10.5 ACT/VNET – Presentación del Sr. Frank Silveira

11. Aplazamiento a sesión cerrada:

11.1 Código de Educación, sección 35146

Transferencias de estudiantes, solicitud interdistrital, etc.

11.2 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Superintendente

Organización de empleados: Asociación de Empleados Escolares de California y su Capítulo 765

11.3 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Superintendente

Organización de empleados: CTA

11.4 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Superintendente

Organización de empleados: director, gerente comercial y empleados

administrativos

11.5 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Presidente de la Junta

Organización de empleados: Superintendente

11.6 Código de Gobierno Sección 54957

Nombramiento/empleo de empleado público

Título: Secretario Suplente del Distrito

11.7 Código de Gobierno Sección 54957

Nombramiento/empleo de empleado público

Título: Asistente de instrucción de ASES para 2022-2023

11.8 Código de Gobierno Sección 54957

Nombramiento/empleo de empleado público

Título: Ayudante de instrucción para 2022-2023

11.9 Código de Gobierno Sección 54957

Disciplina de Empleado Público/Despido/Liberación/Queja

12. Volver a convocar para abrir sesión

13. Informe de sesión cerrada

14. Aplazamiento

La Junta luego de la discusión y un voto de acuerdo, la Junta puede convertir cualquier tema en un tema de acción.

**Aviso: Si los documentos se distribuyen a los miembros de la junta con respecto a un tema de la agenda dentro de las 72 horas posteriores a una reunión regular de la junta, al mismo tiempo los documentos estarán disponibles para inspección pública en la oficina del distrito ubicada en 370 N. Evans Road, Tipton CA. 93272, teléfono 752-4213.
diario**

Agenda publicada: 3 de junio de 2022

2. Open Public Hearing on the Spending Determination for Funds Received from EPA for 2022 - 2023

2.1 Open for Public Questions and Comments

2022-23 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Tipton School District

Expenditures through: June 30, 2023
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	1,267,817.00
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
TOTAL AVAILABLE		1,267,817.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
	Function Codes	
Instruction	1000-1999	1,267,429.00
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
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,267,429.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		388.00

Budget Comparison Report

by Fund

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Revenues						
LCFF Sources						
80110 LCFF State Aid - Current Year	\$4,505,567.00	\$0.00	\$4,505,567.00	\$4,804,809.00	\$0.00	\$4,804,809.00
80120 Education Protection Account	\$1,291,610.00	\$0.00	\$1,291,610.00	\$1,267,817.00	\$0.00	\$1,267,817.00
80410 Secured Rolls Tax	\$832,642.00	\$0.00	\$832,642.00	\$832,642.00	\$0.00	\$832,642.00
80910 LCFF Transfers - Current Year	(\$10,000.00)	\$0.00	(\$10,000.00)	(\$10,000.00)	\$0.00	(\$10,000.00)
Total LCFF Sources	\$6,619,819.00	\$0.00	\$6,619,819.00	\$6,895,268.00	\$0.00	\$6,895,268.00
Federal Revenues						
82900 All Other Federal Revenue	\$0.00	\$1,549,325.67	\$1,549,325.67	\$0.00	\$1,537,926.94	\$1,537,926.94
Total Federal Revenues	\$0.00	\$1,549,325.67	\$1,549,325.67	\$0.00	\$1,537,926.94	\$1,537,926.94
Other State Revenues						
85500 Mandated Cost Reimbursements	\$17,096.00	\$0.00	\$17,096.00	\$17,207.00	\$0.00	\$17,207.00
85600 State Lottery Revenue	\$83,456.00	\$33,280.00	\$116,736.00	\$78,892.00	\$31,460.00	\$110,352.00
85900 All Other State Revenue	\$3,500.00	\$1,335,449.84	\$1,338,949.84	\$3,500.00	\$882,953.00	\$886,453.00
Total Other State Revenues	\$104,052.00	\$1,368,729.84	\$1,472,781.84	\$99,599.00	\$914,413.00	\$1,014,012.00
Other Local Revenues						
86250 Community Redevelopment Funds Not Subject to Revenue Lim	\$0.00	\$227.00	\$227.00	\$0.00	\$0.00	\$0.00
86600 Interest	\$45,000.00	\$0.00	\$45,000.00	\$45,000.00	\$0.00	\$45,000.00
86890 All Other Fees and Contracts	\$0.00	\$11,500.00	\$11,500.00	\$0.00	\$13,950.00	\$13,950.00
86990 All Other Local Revenue	\$21,000.00	\$93,166.87	\$114,166.87	\$21,000.00	\$83,167.00	\$104,167.00
Total Other Local Revenues	\$66,000.00	\$104,893.87	\$170,893.87	\$66,000.00	\$97,117.00	\$163,117.00
Total Revenues	\$6,789,871.00	\$3,022,949.38	\$9,812,820.38	\$7,060,867.00	\$2,549,456.94	\$9,610,323.94
Expenditures						
Certificated Salaries						
11000 Certificated Teachers' Salaries	\$2,248,839.00	\$419,658.00	\$2,668,497.00	\$2,225,992.00	\$329,865.00	\$2,555,857.00

Budget Comparison Report

by Fund

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
11002 Substitute Teachers	\$75,000.00	\$120.00	\$75,120.00	\$78,750.00	\$0.00	\$78,750.00
11003 Teacher - Auxiliary	\$11,000.00	\$7,978.00	\$18,978.00	\$11,550.00	\$37,708.00	\$49,258.00
13000 Certificated Supervisors and Administrators Salaries	\$257,424.00	\$5,387.00	\$262,811.00	\$267,383.00	\$0.00	\$267,383.00
19000 Other Certificated Salaries	\$0.00	\$22,783.00	\$22,783.00	\$42,038.00	\$28,025.00	\$70,063.00
Total Certificated Salaries	\$2,592,263.00	\$455,926.00	\$3,048,189.00	\$2,625,713.00	\$395,598.00	\$3,021,311.00
Classified Salaries						
21000 Classified Instructional Salaries	\$127,269.00	\$280,585.00	\$407,854.00	\$142,330.00	\$269,918.00	\$412,248.00
21002 Substitute Instructional Aides	\$0.00	\$7,000.00	\$7,000.00	\$0.00	\$7,350.00	\$7,350.00
21003 Instructional Aides - Auxiliary	\$1,800.00	\$6,507.52	\$8,307.52	\$0.00	\$21,947.00	\$21,947.00
22000 Classified Support Salaries	\$283,184.00	\$118,318.00	\$401,502.00	\$304,528.00	\$135,961.00	\$440,489.00
22002 Substitute Classified Support	\$18,000.00	\$0.00	\$18,000.00	\$18,900.00	\$0.00	\$18,900.00
22003 Classified Support Salaries - Auxiliary	\$4,434.40	\$3,500.00	\$7,934.40	\$4,200.00	\$3,675.00	\$7,875.00
23000 Classified Supervisors' and Administrators' Salaries	\$122,723.00	\$20,866.00	\$143,589.00	\$130,460.00	\$20,916.00	\$151,376.00
23003 Classified Supervisors' and Administrators' Salaries - Auxiliary	\$0.00	\$200.00	\$200.00	\$0.00	\$210.00	\$210.00
24000 Clerical, Technical and Office Staff Salaries	\$116,421.00	\$1,675.00	\$118,096.00	\$116,160.00	\$0.00	\$116,160.00
29000 Other Classified Salaries	\$0.00	\$45,868.00	\$45,868.00	\$0.00	\$47,922.00	\$47,922.00
Total Classified Salaries	\$673,831.40	\$484,519.52	\$1,158,350.92	\$716,578.00	\$507,899.00	\$1,224,477.00
Employee Benefits						
31010 State Teachers' Retirement System, certificated positions	\$438,609.00	\$333,458.31	\$772,067.31	\$501,611.00	\$353,831.00	\$855,442.00
32020 Public Employees' Retirement System, classified positions	\$153,001.00	\$94,841.72	\$247,842.72	\$176,274.00	\$110,041.00	\$286,315.00
33012 OASDI, Certificated Positions	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
33013 Medicare, Certificated Positions	\$37,588.00	\$6,138.74	\$43,726.74	\$38,072.00	\$5,736.00	\$43,808.00
33022 OASDI, classified positions	\$41,404.00	\$30,325.87	\$71,729.87	\$44,642.00	\$31,491.00	\$76,133.00
33023 Medicare, classified positions	\$9,776.00	\$7,011.02	\$16,787.02	\$15,815.00	\$7,365.00	\$23,180.00
34010 Health & Welfare Benefits, certificated positions	\$506,540.00	\$92,499.00	\$599,039.00	\$498,852.00	\$83,070.00	\$581,922.00
34020 Health & Welfare Benefits, classified positions	\$250,120.00	\$84,113.00	\$334,233.00	\$257,111.00	\$88,408.00	\$345,519.00
35010 State Unemployment Insurance, certificated positions	\$12,962.00	\$3,297.60	\$16,259.60	\$13,129.00	\$1,980.00	\$15,109.00
35020 State Unemployment Insurance, classified positions	\$3,368.00	\$2,488.04	\$5,856.04	\$3,970.00	\$2,542.00	\$6,512.00
36010 Worker's Compensation Insurance, certificated positions	\$81,419.00	\$13,918.77	\$95,337.77	\$82,468.00	\$12,424.00	\$94,892.00

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
36020 Worker's Compensation Insurance, classified positions	\$21,166.00	\$15,219.53	\$36,385.53	\$22,091.00	\$15,954.00	\$38,045.00
37010 OPEB, Allocated, certificated positions	\$8,114.00	\$1,451.38	\$9,565.38	\$8,218.00	\$1,239.00	\$9,457.00
37020 OPEB, Allocated, classified positions	\$2,127.00	\$1,523.67	\$3,650.67	\$2,196.00	\$1,591.00	\$3,787.00
37510 OPEB, Active Employees, certificated Positions	\$9,101.00	\$1,813.00	\$10,914.00	\$9,080.00	\$1,537.00	\$10,617.00
37520 OPEB, Active Employees, classified positions	\$2,458.00	\$1,184.00	\$3,642.00	\$2,458.00	\$1,184.00	\$3,642.00
Total Employee Benefits	\$1,577,753.00	\$689,283.65	\$2,267,036.65	\$1,675,987.00	\$718,393.00	\$2,394,380.00
Books and Supplies						
41000 Approved Textbooks and Core Curricula Materials	\$111,000.00	\$14,354.49	\$125,354.49	\$0.00	\$14,354.00	\$14,354.00
42000 Books and Other Reference Materials	\$0.00	\$40,400.00	\$40,400.00	\$12,500.00	\$10,400.00	\$22,900.00
43000 Materials and Supplies	\$239,753.91	\$574,660.85	\$814,414.76	\$334,942.00	\$206,906.87	\$541,848.87
44000 Non-Capitalized Equipment	\$49,836.60	\$113,706.38	\$163,542.98	\$49,837.00	\$203,035.17	\$252,872.17
47000 Food	\$1,500.00	\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$1,500.00
Total Books and Supplies	\$402,090.51	\$743,121.72	\$1,145,212.23	\$398,779.00	\$434,696.04	\$833,475.04
Services, Other Operating Expenses						
52000 Travel and Conferences	\$7,200.00	\$14,830.00	\$22,030.00	\$7,200.00	\$9,280.00	\$16,480.00
53000 Dues and Memberships	\$13,138.00	\$0.00	\$13,138.00	\$13,138.00	\$0.00	\$13,138.00
54500 Other Insurance	\$49,453.40	\$0.00	\$49,453.40	\$49,453.00	\$0.00	\$49,453.00
55000 Operation and Housekeeping Services	\$45,000.00	\$63,916.00	\$108,916.00	\$45,000.00	\$63,916.00	\$108,916.00
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	\$75,708.00	\$92,000.00	\$167,708.00	\$75,708.00	\$2,000.00	\$77,708.00
57103 Transfers of Direct Costs - Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
58000 Professional/Consulting Services and Operating Expenditures	\$564,634.70	\$402,276.94	\$966,911.64	\$410,207.00	\$195,791.00	\$605,998.00
58009 Pension Penalties & Interest	\$600.00	\$0.00	\$600.00	\$600.00	\$0.00	\$600.00
59000 Communications	\$25,000.00	\$5,000.00	\$30,000.00	\$25,000.00	\$0.00	\$25,000.00
Total Services, Other Operating Expenses	\$780,734.10	\$578,022.94	\$1,358,757.04	\$626,306.00	\$270,987.00	\$897,293.00
Capital Outlay						
61000 Land	\$0.00	\$0.00	\$0.00	\$0.00	\$100,000.00	\$100,000.00
61700 Land Improvements	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$10,000.00
62000 Buildings and Improvement of Buildings	\$0.00	\$161,350.00	\$161,350.00	\$0.00	\$270,000.00	\$270,000.00

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
64000 Equipment	\$68,000.00	\$19,250.00	\$87,250.00	\$38,000.00	\$0.00	\$38,000.00
65000 Equipment Replacement	\$0.00	\$37,669.92	\$37,669.92	\$0.00	\$450.00	\$450.00
Total Capital Outlay	\$68,000.00	\$228,269.92	\$296,269.92	\$38,000.00	\$380,450.00	\$418,450.00
Other Outgo						
71420 Other Tuition, Excess Costs, and/or Deficits Payments to COE	\$12,440.00	\$0.00	\$12,440.00	\$23,400.00	\$0.00	\$23,400.00
74380 Debt Service - Interest	\$0.00	\$57,751.02	\$57,751.02	\$0.00	\$53,829.00	\$53,829.00
74390 Other Debt Service - Principal	\$0.00	\$119,766.00	\$119,766.00	\$0.00	\$123,635.00	\$123,635.00
Total Other Outgo	\$12,440.00	\$177,517.02	\$189,957.02	\$23,400.00	\$177,464.00	\$200,864.00
Direct Support/Indirect Costs						
73100 Transfers of Indirect Costs	(\$28,807.30)	\$28,807.30	\$0.00	(\$17,649.90)	\$17,649.90	\$0.00
73500 Transfers of Indirect Costs - Interfund	(\$15,033.77)	\$0.00	(\$15,033.77)	(\$24,418.00)	\$0.00	(\$24,418.00)
Total Direct Support/Indirect Costs	(\$43,841.07)	\$28,807.30	(\$15,033.77)	(\$42,067.90)	\$17,649.90	(\$24,418.00)
Total Expenditures	\$6,063,270.94	\$3,385,468.07	\$9,448,739.01	\$6,062,695.10	\$2,903,136.94	\$8,965,832.04
Excess (Deficiency) of Revenues	\$726,600.06	(\$362,518.69)	\$364,081.37	\$998,171.90	(\$353,680.00)	\$644,491.90
Other Financing Sources/Uses						
Contributions						
89800 Contributions from Unrestricted Resources	(\$760,056.76)	\$760,056.76	\$0.00	(\$811,109.00)	\$811,109.00	\$0.00
89900 Contributions from Restricted Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Contributions	(\$760,056.76)	\$760,056.76	\$0.00	(\$811,109.00)	\$811,109.00	\$0.00
Total Other Financing Sources/Uses	(\$760,056.76)	\$760,056.76	\$0.00	(\$811,109.00)	\$811,109.00	\$0.00
Net Increase (Decrease) in Fund	(\$33,456.70)	\$397,538.07	\$364,081.37	\$187,062.90	\$457,429.00	\$644,491.90
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$3,606,707.80	\$454,012.84	\$4,060,720.64	\$3,995,528.48	\$923,605.46	\$4,919,133.94
91110 Fair Value Adjustment to Cash in County Treasury	\$35,158.92	\$0.00	\$35,158.92	\$0.00	\$0.00	\$0.00
91300 Revolving Cash Account	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$0.00

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
92001 Accounts Receivable Clearing	\$17,742.75	\$288,191.24	\$305,933.99	\$0.00	\$0.00	\$0.00
92004 Due From Employees - Payroll Corrections	\$834.03	\$0.00	\$834.03	\$0.00	\$0.00	\$0.00
92009 County Wide Receivables - by COE	\$1,016,379.49	\$0.00	\$1,016,379.49	\$0.00	\$0.00	\$0.00
93100 Due From Other Funds	\$1,577.49	\$0.00	\$1,577.49	\$0.00	\$0.00	\$0.00
Total Assets	\$4,680,900.48	\$742,204.08	\$5,423,104.56	\$3,995,528.48	\$923,605.46	\$4,919,133.94
Liabilities						
95009 County Wide Liabilities - by COE	\$540,783.07	\$0.00	\$540,783.07	\$0.00	\$0.00	\$0.00
95010 Accounts Payable Clearing	\$50,683.46	\$94,636.13	\$145,319.59	\$0.00	\$0.00	\$0.00
95013 Deferred Wages Payable	\$28,634.39	\$0.00	\$28,634.39	\$0.00	\$0.00	\$0.00
95014 CSESAP Wages Payable	\$28,763.13	\$0.00	\$28,763.13	\$0.00	\$0.00	\$0.00
95025 State Unemployment Insurance Payable	\$526.68	\$0.00	\$526.68	\$0.00	\$0.00	\$0.00
95028 Retiree Benefits Payable	\$1,647.40	\$0.00	\$1,647.40	\$0.00	\$0.00	\$0.00
95030 Use Tax Payable	\$129.03	\$0.00	\$129.03	\$0.00	\$0.00	\$0.00
95051 Outlawed Employee Refunds & Voluntary Deductions	\$748.14	\$0.00	\$748.14	\$0.00	\$0.00	\$0.00
96500 Unearned Revenue	\$0.00	\$121,500.56	\$121,500.56	\$0.00	\$0.00	\$0.00
Total Liabilities	\$651,915.30	\$216,136.69	\$868,051.99	\$0.00	\$0.00	\$0.00
Total Beginning Balance	\$4,028,985.18	\$526,067.39	\$4,555,052.57	\$3,995,528.48	\$923,605.46	\$4,919,133.94
Adjusted Beginning Balance	\$4,028,985.18	\$526,067.39	\$4,555,052.57	\$3,995,528.48	\$923,605.46	\$4,919,133.94
Ending Balance						
Assets						
91100 Cash in County Treasury	\$3,995,528.48	\$923,605.46	\$4,919,133.94	\$4,180,091.38	\$1,381,034.46	\$5,561,125.84
91300 Revolving Cash Account	\$0.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00
Total Assets	\$3,995,528.48	\$923,605.46	\$4,919,133.94	\$4,182,591.38	\$1,381,034.46	\$5,563,625.84
Total Ending Balance	\$3,995,528.48	\$923,605.46	\$4,919,133.94	\$4,182,591.38	\$1,381,034.46	\$5,563,625.84
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97110 Nonspendable Revolving Cash	\$0.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00

Budget Comparison Report

by Fund

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
97200 Reserve for Encumbrances	\$58,244.86	\$239,445.63	\$297,690.49	\$0.00	\$0.00	\$0.00
Total Fund Balance, Nonspendable	\$58,244.86	\$239,445.63	\$297,690.49	\$2,500.00	\$0.00	\$2,500.00
Fund Balance, Unassigned						
97890 Reserve for Economic Uncertainties	\$0.00	\$0.00	\$0.00	\$358,633.28	\$0.00	\$358,633.28
97900 Undesignated/Unappropriated	(\$25,792.51)	\$835,821.64	\$810,029.13	(\$174,070.38)	\$457,429.00	\$283,358.62
97910 Beginning Fund Balance	\$4,028,985.18	\$526,067.39	\$4,555,052.57	\$3,995,528.48	\$923,605.46	\$4,919,133.94
Total Fund Balance, Unassigned	\$4,003,192.67	\$1,361,889.03	\$5,365,081.70	\$4,180,091.38	\$1,381,034.46	\$5,561,125.84
Budgetary and Other Accounts						
98100 Estimated Revenue	(\$6,047,975.26)	(\$3,383,550.83)	(\$9,431,526.09)	\$0.00	\$0.00	\$0.00
98200 Appropriations	\$6,040,311.07	\$2,945,267.26	\$8,985,578.33	\$0.00	\$0.00	\$0.00
98300 Encumbrances	(\$58,244.86)	(\$239,445.63)	(\$297,690.49)	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	(\$65,909.05)	(\$677,729.20)	(\$743,638.25)	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$3,995,528.48	\$923,605.46	\$4,919,133.94	\$4,182,591.38	\$1,381,034.46	\$5,563,625.84

Budget Comparison Report
by Fund

	2021 - 2022 Working Thru 6/30/2022		2022 - 2023 Working Thru 7/1/2022		Total
	Unrestricted	Restricted	Unrestricted	Restricted	
080 Student Activity Special Revenue Fund					
Beginning Balance					
Assets					
91100 Cash in County Treasury	\$0.00	\$0.00	\$0.00	\$43,083.96	\$43,083.96
91200 Cash in Bank(s)	\$0.00	\$43,083.96	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$43,083.96	\$0.00	\$43,083.96	\$43,083.96
Total Beginning Balance	\$0.00	\$43,083.96	\$0.00	\$43,083.96	\$43,083.96
Adjusted Beginning Balance	\$0.00	\$43,083.96	\$0.00	\$43,083.96	\$43,083.96
Ending Balance					
Assets					
91100 Cash in County Treasury	\$0.00	\$43,083.96	\$0.00	\$43,083.96	\$43,083.96
Total Assets	\$0.00	\$43,083.96	\$0.00	\$43,083.96	\$43,083.96
Total Ending Balance	\$0.00	\$43,083.96	\$0.00	\$43,083.96	\$43,083.96
Components of Ending Fund Balance					
Fund Balance, Unassigned					
97910 Beginning Fund Balance	\$0.00	\$43,083.96	\$0.00	\$43,083.96	\$43,083.96
Total Fund Balance, Unassigned	\$0.00	\$43,083.96	\$0.00	\$43,083.96	\$43,083.96
Total Components of Ending Fund Balance	\$0.00	\$43,083.96	\$0.00	\$43,083.96	\$43,083.96

Budget Comparison Report

by Fund

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Revenues						
Federal Revenues						
82200 Child Nutrition Programs	\$0.00	\$490,000.00	\$490,000.00	\$0.00	\$490,000.00	\$490,000.00
Total Federal Revenues	\$0.00	\$490,000.00	\$490,000.00	\$0.00	\$490,000.00	\$490,000.00
Other State Revenues						
85200 Child Nutrition	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$25,000.00
Total Other State Revenues	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$25,000.00
Other Local Revenues						
86340 Food Service Sales	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$2,000.00	\$2,000.00
86600 Interest	\$0.00	\$4,200.00	\$4,200.00	\$0.00	\$5,000.00	\$5,000.00
86620 Net Increase (Decrease) in the Fair Value of Investments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
86990 All Other Local Revenue	\$0.00	\$6,234.40	\$6,234.40	\$0.00	\$500.00	\$500.00
Total Other Local Revenues	\$0.00	\$12,434.40	\$12,434.40	\$0.00	\$7,500.00	\$7,500.00
Total Revenues	\$0.00	\$527,434.40	\$527,434.40	\$0.00	\$522,500.00	\$522,500.00
Expenditures						
Classified Salaries						
22000 Classified Support Salaries	\$0.00	\$106,168.00	\$106,168.00	\$0.00	\$111,377.00	\$111,377.00
22002 Substitute Classified Support	\$0.00	\$6,000.00	\$6,000.00	\$0.00	\$6,300.00	\$6,300.00
22003 Classified Support Salaries - Auxiliary	\$0.00	\$1,322.24	\$1,322.24	\$0.00	\$1,155.00	\$1,155.00
23000 Classified Supervisors' and Administrators' Salaries	\$0.00	\$46,748.00	\$46,748.00	\$0.00	\$49,024.00	\$49,024.00
23003 Classified Supervisors' and Administrators' Salaries - Auxiliary	\$0.00	\$370.00	\$370.00	\$0.00	\$388.00	\$388.00
Total Classified Salaries	\$0.00	\$160,608.24	\$160,608.24	\$0.00	\$168,244.00	\$168,244.00
Employee Benefits						
32020 Public Employees' Retirement System, classified positions	\$0.00	\$33,195.00	\$33,195.00	\$0.00	\$38,462.00	\$38,462.00
33022 OASDI, classified positions	\$0.00	\$9,944.00	\$9,944.00	\$0.00	\$10,431.00	\$10,431.00

Budget Comparison Report

by Fund

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
33023 Medicare, classified positions	\$0.00	\$2,326.00	\$2,326.00	\$0.00	\$2,440.00	\$2,440.00
34020 Health & Welfare Benefits, classified positions	\$0.00	\$23,469.00	\$23,469.00	\$0.00	\$24,109.00	\$24,109.00
35020 State Unemployment Insurance, classified positions	\$0.00	\$802.00	\$802.00	\$0.00	\$841.00	\$841.00
36020 Worker's Compensation Insurance, classified positions	\$0.00	\$5,037.00	\$5,037.00	\$0.00	\$5,284.00	\$5,284.00
37020 OPEB, Allocated, classified positions	\$0.00	\$502.00	\$502.00	\$0.00	\$527.00	\$527.00
37520 OPEB, Active Employees, classified positions	\$0.00	\$303.00	\$303.00	\$0.00	\$303.00	\$303.00
Total Employee Benefits	\$0.00	\$75,578.00	\$75,578.00	\$0.00	\$82,397.00	\$82,397.00
Books and Supplies						
43000 Materials and Supplies	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$25,000.00
44000 Non-Capitalized Equipment	\$0.00	\$43,200.08	\$43,200.08	\$0.00	\$43,200.00	\$43,200.00
47000 Food	\$0.00	\$162,008.18	\$162,008.18	\$0.00	\$160,000.00	\$160,000.00
Total Books and Supplies	\$0.00	\$230,208.26	\$230,208.26	\$0.00	\$228,200.00	\$228,200.00
Services, Other Operating Expenses						
52000 Travel and Conferences	\$0.00	\$200.00	\$200.00	\$0.00	\$200.00	\$200.00
53000 Dues and Memberships	\$0.00	\$400.00	\$400.00	\$0.00	\$400.00	\$400.00
55000 Operation and Housekeeping Services	\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$15,000.00
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	\$0.00	\$900.00	\$900.00	\$0.00	\$900.00	\$900.00
58000 Professional/Consulting Services and Operating Expenditures	\$0.00	\$15,500.00	\$15,500.00	\$0.00	\$15,500.00	\$15,500.00
Total Services, Other Operating Expenses	\$0.00	\$32,000.00	\$32,000.00	\$0.00	\$32,000.00	\$32,000.00
Capital Outlay						
64000 Equipment	\$0.00	\$14,000.00	\$14,000.00	\$0.00	\$14,000.00	\$14,000.00
Total Capital Outlay	\$0.00	\$14,000.00	\$14,000.00	\$0.00	\$14,000.00	\$14,000.00
Direct Support/Indirect Costs						
73500 Transfers of Indirect Costs - Interfund	\$0.00	\$15,033.77	\$15,033.77	\$0.00	\$24,418.00	\$24,418.00
Total Direct Support/Indirect Costs	\$0.00	\$15,033.77	\$15,033.77	\$0.00	\$24,418.00	\$24,418.00
Total Expenditures	\$0.00	\$527,428.27	\$527,428.27	\$0.00	\$549,259.00	\$549,259.00
Excess (Deficiency) of Revenues	\$0.00	\$6.13	\$6.13	\$0.00	(\$26,759.00)	(\$26,759.00)
Net Increase (Decrease) in Fund	\$0.00	\$6.13	\$6.13	\$0.00	(\$26,759.00)	(\$26,759.00)

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$1,577.49	\$387,455.47	\$389,032.96	\$0.00	\$478,385.80	\$478,385.80
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	\$3,368.36	\$3,368.36	\$0.00	\$0.00	\$0.00
91300 Revolving Cash Account	\$0.00	\$300.00	\$300.00	\$0.00	\$0.00	\$0.00
92001 Accounts Receivable Clearing	\$0.00	\$83,566.43	\$83,566.43	\$0.00	\$0.00	\$0.00
93200 Stores	\$0.00	\$10,601.37	\$10,601.37	\$0.00	\$0.00	\$0.00
Total Assets	\$1,577.49	\$485,291.63	\$486,869.12	\$0.00	\$478,385.80	\$478,385.80
Liabilities						
95010 Accounts Payable Clearing	\$0.00	\$5,825.45	\$5,825.45	\$0.00	\$0.00	\$0.00
96100 Due to Other Funds	\$1,577.49	\$0.00	\$1,577.49	\$0.00	\$0.00	\$0.00
96500 Unearned Revenue	\$0.00	\$1,086.51	\$1,086.51	\$0.00	\$0.00	\$0.00
Total Liabilities	\$1,577.49	\$6,911.96	\$8,489.45	\$0.00	\$0.00	\$0.00
Total Beginning Balance	\$0.00	\$478,379.67	\$478,379.67	\$0.00	\$478,385.80	\$478,385.80
Adjusted Beginning Balance	\$0.00	\$478,379.67	\$478,379.67	\$0.00	\$478,385.80	\$478,385.80
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$478,385.80	\$478,385.80	\$0.00	\$451,626.80	\$451,626.80
Total Assets	\$0.00	\$478,385.80	\$478,385.80	\$0.00	\$451,626.80	\$451,626.80
Total Ending Balance	\$0.00	\$478,385.80	\$478,385.80	\$0.00	\$451,626.80	\$451,626.80
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	\$0.00	\$37,729.41	\$37,729.41	\$0.00	\$0.00	\$0.00
Total Fund Balance, Nonspendable	\$0.00	\$37,729.41	\$37,729.41	\$0.00	\$0.00	\$0.00
Fund Balance, Unassigned						

Budget Comparison Report

by Fund

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
97900 Undesignated/Unappropriated	\$0.00	(\$2,691.72)	(\$2,691.72)	\$0.00	(\$26,759.00)	(\$26,759.00)
97910 Beginning Fund Balance	\$0.00	\$478,379.67	\$478,379.67	\$0.00	\$478,385.80	\$478,385.80
Total Fund Balance, Unassigned	\$0.00	\$475,687.95	\$475,687.95	\$0.00	\$451,626.80	\$451,626.80
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	(\$522,500.00)	(\$522,500.00)	\$0.00	\$0.00	\$0.00
98200 Appropriations	\$0.00	\$525,197.85	\$525,197.85	\$0.00	\$0.00	\$0.00
98300 Encumbrances	\$0.00	(\$37,729.41)	(\$37,729.41)	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	(\$35,031.56)	(\$35,031.56)	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$478,385.80	\$478,385.80	\$0.00	\$451,626.80	\$451,626.80

Budget Comparison Report

by Fund

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
140 Deferred Maintenance Fund						
Revenues						
LCFF Sources						
80910 LCFF Transfers - Current Year	\$10,000.00	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00
Total LCFF Sources	\$10,000.00	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00
Other Local Revenues						
86600 Interest	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00
Total Other Local Revenues	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$10,500.00	\$0.00	\$10,500.00	\$10,000.00	\$0.00	\$10,000.00
Expenditures						
Books and Supplies						
43000 Materials and Supplies	\$8,500.00	\$0.00	\$8,500.00	\$8,500.00	\$0.00	\$8,500.00
Total Books and Supplies	\$8,500.00	\$0.00	\$8,500.00	\$8,500.00	\$0.00	\$8,500.00
Services, Other Operating Expenses						
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	\$1,100.00	\$0.00	\$1,100.00	\$1,100.00	\$0.00	\$1,100.00
58000 Professional/Consulting Services and Operating Expenditures	\$1,500.00	\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$1,500.00
Total Services, Other Operating Expenses	\$2,600.00	\$0.00	\$2,600.00	\$2,600.00	\$0.00	\$2,600.00
Total Expenditures	\$11,100.00	\$0.00	\$11,100.00	\$11,100.00	\$0.00	\$11,100.00
Excess (Deficiency) of Revenues	(\$600.00)	\$0.00	(\$600.00)	(\$1,100.00)	\$0.00	(\$1,100.00)
Net Increase (Decrease) in Fund	(\$600.00)	\$0.00	(\$600.00)	(\$1,100.00)	\$0.00	(\$1,100.00)
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$45,320.67	\$0.00	\$45,320.67	\$45,113.07	\$0.00	\$45,113.07
91110 Fair Value Adjustment to Cash in County Treasury	\$392.40	\$0.00	\$392.40	\$0.00	\$0.00	\$0.00
Total Assets	\$45,713.07	\$0.00	\$45,713.07	\$45,113.07	\$0.00	\$45,113.07

Budget Comparison Report

by Fund

	2021 - 2022 Working Thru 6/30/2022		2022 - 2023 Working Thru 7/1/2022		Total
	Unrestricted	Restricted	Unrestricted	Restricted	
140 Deferred Maintenance Fund					
Total Beginning Balance	\$45,713.07	\$0.00	\$45,113.07	\$0.00	\$45,113.07
Adjusted Beginning Balance	\$45,713.07	\$0.00	\$45,113.07	\$0.00	\$45,113.07
Ending Balance					
Assets					
91100 Cash in County Treasury	\$45,113.07	\$0.00	\$45,113.07	\$0.00	\$44,013.07
Total Assets	\$45,113.07	\$0.00	\$45,113.07	\$0.00	\$44,013.07
Total Ending Balance	\$45,113.07	\$0.00	\$45,113.07	\$0.00	\$44,013.07
Components of Ending Fund Balance					
Fund Balance, Unassigned					
97900 Undesignated/Unappropriated	(\$600.00)	\$0.00	(\$600.00)	\$0.00	(\$1,100.00)
97910 Beginning Fund Balance	\$45,713.07	\$0.00	\$45,713.07	\$0.00	\$45,113.07
Total Fund Balance, Unassigned	\$45,113.07	\$0.00	\$45,113.07	\$0.00	\$44,013.07
Budgetary and Other Accounts					
98100 Estimated Revenue	(\$11,100.00)	\$0.00	(\$11,100.00)	\$0.00	\$0.00
98200 Appropriations	\$11,100.00	\$0.00	\$11,100.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$45,113.07	\$0.00	\$45,113.07	\$0.00	\$44,013.07

	2021 - 2022 Working Thru 6/30/2022		2022 - 2023 Working Thru 7/1/2022		Total
	Unrestricted	Restricted	Unrestricted	Restricted	
210 Building Fund					
Revenues					
Other Local Revenues					
86600 Interest	\$0.00	\$10.00	\$0.00	\$0.00	\$0.00
Total Other Local Revenues	\$0.00	\$10.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$0.00	\$10.00	\$0.00	\$0.00	\$0.00
Excess (Deficiency) of Revenues	\$0.00	\$10.00	\$0.00	\$0.00	\$0.00
Net Increase (Decrease) in Fund	\$0.00	\$10.00	\$0.00	\$0.00	\$0.00
Beginning Balance					
Assets					
91100 Cash in County Treasury	\$0.00	\$585.49	\$0.00	\$600.56	\$600.56
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	\$5.07	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$590.56	\$0.00	\$600.56	\$600.56
Total Beginning Balance	\$0.00	\$590.56	\$0.00	\$600.56	\$600.56
Adjusted Beginning Balance	\$0.00	\$590.56	\$0.00	\$600.56	\$600.56
Ending Balance					
Assets					
91100 Cash in County Treasury	\$0.00	\$600.56	\$0.00	\$600.56	\$600.56
Total Assets	\$0.00	\$600.56	\$0.00	\$600.56	\$600.56
Total Ending Balance	\$0.00	\$600.56	\$0.00	\$600.56	\$600.56
Components of Ending Fund Balance					
Fund Balance, Nonspendable					
97200 Reserve for Encumbrances	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fund Balance, Nonspendable	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fund Balance, Unassigned					

Budget Comparison Report

by Fund

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
210 Building Fund						
97900 Undesignated/Unappropriated	\$0.00	\$20.00	\$20.00	\$0.00	\$0.00	\$0.00
97910 Beginning Fund Balance	\$0.00	\$590.56	\$590.56	\$0.00	\$600.56	\$600.56
Total Fund Balance, Unassigned	\$0.00	\$610.56	\$610.56	\$0.00	\$600.56	\$600.56
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	(\$10.00)	(\$10.00)	\$0.00	\$0.00	\$0.00
98300 Encumbrances	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	(\$10.00)	(\$10.00)	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$600.56	\$600.56	\$0.00	\$600.56	\$600.56

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
251 Developer Fees Fund						
Revenues						
Other Local Revenues						
86600 Interest	\$0.00	\$200.00	\$200.00	\$0.00	\$0.00	\$0.00
86810 Mitigation/Developer Fees	\$0.00	\$23,000.00	\$23,000.00	\$0.00	\$5,000.00	\$5,000.00
Total Other Local Revenues	\$0.00	\$23,200.00	\$23,200.00	\$0.00	\$5,000.00	\$5,000.00
Total Revenues	\$0.00	\$23,200.00	\$23,200.00	\$0.00	\$5,000.00	\$5,000.00
Expenditures						
Services, Other Operating Expenses						
58000 Professional/Consulting Services and Operating Expenditures	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$5,000.00
Total Services, Other Operating Expenses	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$5,000.00
Total Expenditures	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$5,000.00
Excess (Deficiency) of Revenues	\$0.00	\$18,200.00	\$18,200.00	\$0.00	\$0.00	\$0.00
Net Increase (Decrease) in Fund	\$0.00	\$18,200.00	\$18,200.00	\$0.00	\$0.00	\$0.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$30,954.66	\$30,954.66	\$0.00	\$50,306.17	\$50,306.17
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	\$268.01	\$268.01	\$0.00	\$0.00	\$0.00
92001 Accounts Receivable Clearing	\$0.00	\$883.50	\$883.50	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$32,106.17	\$32,106.17	\$0.00	\$50,306.17	\$50,306.17
Total Beginning Balance	\$0.00	\$32,106.17	\$32,106.17	\$0.00	\$50,306.17	\$50,306.17
Adjusted Beginning Balance	\$0.00	\$32,106.17	\$32,106.17	\$0.00	\$50,306.17	\$50,306.17
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$50,306.17	\$50,306.17	\$0.00	\$50,306.17	\$50,306.17

Budget Comparison Report
by Fund

	2021 - 2022 Working Thru 6/30/2022		2022 - 2023 Working Thru 7/1/2022		Total
	Unrestricted	Restricted	Unrestricted	Restricted	
251 Developer Fees Fund					
Total Assets	\$0.00	\$50,306.17	\$0.00	\$50,306.17	\$50,306.17
Total Ending Balance	\$0.00	\$50,306.17	\$0.00	\$50,306.17	\$50,306.17
Components of Ending Fund Balance					
Fund Balance, Nonspendable					
97200 Reserve for Encumbrances	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fund Balance, Nonspendable	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fund Balance, Unassigned					
97900 Undesignated/Unappropriated	\$0.00	\$36,400.00	\$0.00	\$0.00	\$0.00
97910 Beginning Fund Balance	\$0.00	\$32,106.17	\$0.00	\$50,306.17	\$50,306.17
Total Fund Balance, Unassigned	\$0.00	\$68,506.17	\$0.00	\$50,306.17	\$50,306.17
Budgetary and Other Accounts					
98100 Estimated Revenue	\$0.00	(\$23,200.00)	\$0.00	\$0.00	\$0.00
98200 Appropriations	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00
98300 Encumbrances	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	(\$18,200.00)	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$50,306.17	\$0.00	\$50,306.17	\$50,306.17

	2021 - 2022 Working Thru 6/30/2022		2022 - 2023 Working Thru 7/1/2022		Total
	Unrestricted	Restricted	Unrestricted	Restricted	
350 County School Facilities Fund - New Construction					
Revenues					
Other Local Revenues					
86600 Interest	\$0.00	\$5.00	\$0.00	\$0.00	\$0.00
Total Other Local Revenues	\$0.00	\$5.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$0.00	\$5.00	\$0.00	\$0.00	\$0.00
Excess (Deficiency) of Revenues	\$0.00	\$5.00	\$0.00	\$0.00	\$0.00
Net Increase (Decrease) in Fund	\$0.00	\$5.00	\$0.00	\$0.00	\$0.00
Beginning Balance					
Assets					
91100 Cash in County Treasury	\$0.00	\$10.96	\$0.00	\$16.05	\$16.05
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	\$0.09	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$11.05	\$0.00	\$16.05	\$16.05
Total Beginning Balance	\$0.00	\$11.05	\$0.00	\$16.05	\$16.05
Adjusted Beginning Balance	\$0.00	\$11.05	\$0.00	\$16.05	\$16.05
Ending Balance					
Assets					
91100 Cash in County Treasury	\$0.00	\$16.05	\$0.00	\$16.05	\$16.05
Total Assets	\$0.00	\$16.05	\$0.00	\$16.05	\$16.05
Total Ending Balance	\$0.00	\$16.05	\$0.00	\$16.05	\$16.05
Components of Ending Fund Balance					
Fund Balance, Unassigned					
97900 Undesignated/Unappropriated	\$0.00	\$10.00	\$0.00	\$0.00	\$0.00
97910 Beginning Fund Balance	\$0.00	\$11.05	\$0.00	\$16.05	\$16.05
Total Fund Balance, Unassigned	\$0.00	\$21.05	\$0.00	\$16.05	\$16.05

Budget Comparison Report
by Fund

	2021 - 2022 Working Thru 6/30/2022		2022 - 2023 Working Thru 7/1/2022		Total
	Unrestricted	Restricted	Unrestricted	Restricted	
350 County School Facilities Fund - New Construction					
<u>Budgetary and Other Accounts</u>					
98100 Estimated Revenue	\$0.00	(\$5.00)	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	(\$5.00)	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$16.05	\$0.00	\$16.05	\$16.05

Budget Comparison Report

by Fund

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
351 County School Facilities Fund - Modernization						
Revenues						
Other Local Revenues						
86600 Interest	\$0.00	\$1,650.00	\$1,650.00	\$0.00	\$1,650.00	\$1,650.00
Total Other Local Revenues	\$0.00	\$1,650.00	\$1,650.00	\$0.00	\$1,650.00	\$1,650.00
Total Revenues	\$0.00	\$1,650.00	\$1,650.00	\$0.00	\$1,650.00	\$1,650.00
Expenditures						
Services, Other Operating Expenses						
58000 Professional/Consulting Services and Operating Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$500.00
Total Services, Other Operating Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$500.00
Capital Outlay						
62000 Buildings and Improvement of Buildings	\$0.00	\$112,901.00	\$112,901.00	\$0.00	\$112,901.00	\$112,901.00
Total Capital Outlay	\$0.00	\$112,901.00	\$112,901.00	\$0.00	\$112,901.00	\$112,901.00
Total Expenditures	\$0.00	\$112,901.00	\$112,901.00	\$0.00	\$113,401.00	\$113,401.00
Excess (Deficiency) of Revenues	\$0.00	(\$111,251.00)	(\$111,251.00)	\$0.00	(\$111,751.00)	(\$111,751.00)
Net Increase (Decrease) in Fund	\$0.00	(\$111,251.00)	(\$111,251.00)	\$0.00	(\$111,751.00)	(\$111,751.00)
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$288,639.99	\$288,639.99	\$0.00	\$143,588.12	\$143,588.12
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	\$2,499.13	\$2,499.13	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$291,139.12	\$291,139.12	\$0.00	\$143,588.12	\$143,588.12
Liabilities						
95010 Accounts Payable Clearing	\$0.00	\$36,300.00	\$36,300.00	\$0.00	\$0.00	\$0.00
Total Liabilities	\$0.00	\$36,300.00	\$36,300.00	\$0.00	\$0.00	\$0.00
Total Beginning Balance	\$0.00	\$254,839.12	\$254,839.12	\$0.00	\$143,588.12	\$143,588.12

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
351 County School Facilities Fund - Modernization						
Adjusted Beginning Balance	\$0.00	\$254,839.12	\$254,839.12	\$0.00	\$143,588.12	\$143,588.12
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$143,588.12	\$143,588.12	\$0.00	\$31,837.12	\$31,837.12
Total Assets	\$0.00	\$143,588.12	\$143,588.12	\$0.00	\$31,837.12	\$31,837.12
Total Ending Balance	\$0.00	\$143,588.12	\$143,588.12	\$0.00	\$31,837.12	\$31,837.12
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fund Balance, Nonspendable	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	\$0.00	(\$218,652.00)	(\$218,652.00)	\$0.00	(\$111,751.00)	(\$111,751.00)
97910 Beginning Fund Balance	\$0.00	\$254,839.12	\$254,839.12	\$0.00	\$143,588.12	\$143,588.12
Total Fund Balance, Unassigned	\$0.00	\$36,187.12	\$36,187.12	\$0.00	\$31,837.12	\$31,837.12
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	(\$5,500.00)	(\$5,500.00)	\$0.00	\$0.00	\$0.00
98200 Appropriations	\$0.00	\$112,901.00	\$112,901.00	\$0.00	\$0.00	\$0.00
98300 Encumbrances	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	\$107,401.00	\$107,401.00	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$143,588.12	\$143,588.12	\$0.00	\$31,837.12	\$31,837.12

	2021 - 2022 Working Thru 6/30/2022			2022 - 2023 Working Thru 7/1/2022		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
510 Bond Interest & Redemption Fund - #1						
Revenues						
Other Local Revenues						
86110 Voted Indebtedness Levies, Secured Roll	\$0.00	\$100,650.00	\$100,650.00	\$0.00	\$149,981.00	\$149,981.00
86600 Interest	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$3,000.00
Total Other Local Revenues	\$0.00	\$103,650.00	\$103,650.00	\$0.00	\$152,981.00	\$152,981.00
Total Revenues	\$0.00	\$103,650.00	\$103,650.00	\$0.00	\$152,981.00	\$152,981.00
Expenditures						
Other Outgo						
74330 Bond Redemptions	\$0.00	\$0.00	\$0.00	\$0.00	\$49,331.00	\$49,331.00
74340 Bond Interest and Other Service Charges	\$0.00	\$100,650.00	\$100,650.00	\$0.00	\$100,650.00	\$100,650.00
Total Other Outgo	\$0.00	\$100,650.00	\$100,650.00	\$0.00	\$149,981.00	\$149,981.00
Total Expenditures	\$0.00	\$100,650.00	\$100,650.00	\$0.00	\$149,981.00	\$149,981.00
Excess (Deficiency) of Revenues	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$3,000.00
Net Increase (Decrease) in Fund	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$3,000.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$412,190.94	\$412,190.94	\$0.00	\$418,759.81	\$418,759.81
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	\$3,568.87	\$3,568.87	\$0.00	\$0.00	\$0.00
Total Assets	\$0.00	\$415,759.81	\$415,759.81	\$0.00	\$418,759.81	\$418,759.81
Total Beginning Balance	\$0.00	\$415,759.81	\$415,759.81	\$0.00	\$418,759.81	\$418,759.81
Adjusted Beginning Balance	\$0.00	\$415,759.81	\$415,759.81	\$0.00	\$418,759.81	\$418,759.81
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$418,759.81	\$418,759.81	\$0.00	\$421,759.81	\$421,759.81

	2021 - 2022 Working Thru 6/30/2022		2022 - 2023 Working Thru 7/1/2022		Total
	Unrestricted	Restricted	Unrestricted	Restricted	
510 Bond Interest & Redemption Fund - #1					
Total Assets	\$0.00	\$418,759.81	\$0.00	\$421,759.81	\$421,759.81
Total Ending Balance	\$0.00	\$418,759.81	\$0.00	\$421,759.81	\$421,759.81
Components of Ending Fund Balance					
Fund Balance, Unassigned					
97900 Undesignated/Unappropriated	\$0.00	\$3,000.00	\$0.00	\$3,000.00	\$3,000.00
97910 Beginning Fund Balance	\$0.00	\$415,759.81	\$0.00	\$418,759.81	\$418,759.81
Total Fund Balance, Unassigned	\$0.00	\$418,759.81	\$0.00	\$421,759.81	\$421,759.81
Budgetary and Other Accounts					
98100 Estimated Revenue	\$0.00	(\$100,650.00)	\$0.00	\$0.00	\$0.00
98200 Appropriations	\$0.00	\$100,650.00	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$418,759.81	\$0.00	\$421,759.81	\$421,759.81

3. Open Public Hearing on 2022-2023 Districts General Fund Excess Reserve

3.1 Open for Public Questions and Comments

2022-23 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		2022-23 Budget
01	General Fund/County School Service Fund	Form 01	\$4,180,091.38
17	Special Reserve Fund for Other Than Capital Outlay Projects	Form 17	\$0.00
Total Assigned and Unassigned Ending Fund Balances			\$4,180,091.38
District Standard Reserve Level			4%
Less District Minimum Recommended Reserve for Economic Uncertainties			Form 01CS Line 10B-4 Form 01CS Line 10B-7 \$358,633.28
Remaining Balance to Substantiate Need			\$3,821,458.10
Substantiation of Need for Fund Balances in Excess of Minimum Recommended Reserve for Economic Uncertainties			Amount
Fund	Descriptions		
01	Designated for Economic Uncertainties - Additional		\$2,021,458.10
01	Designated for Health and Welfare		\$600,000.00
01	Assigned for Facility Purposes		\$600,000.00
01	Reserved for Encumbrances		\$600,000.00
	Insert Lines above as needed		
Total of Substantiated Needs			\$3,821,458.10
Remaining Unsubstantiated Balance			\$0.00

4. Open Public Hearing on the Local Control Accountability Plan (LCAP) 2022 - 2023

4.1 Open for Public Questions and Comments

LCFF Budget Overview for Parents

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

CDS Code: 54 72215 6054431

School Year: 2022-23

LEA contact information:

Cherie Solian

Principal

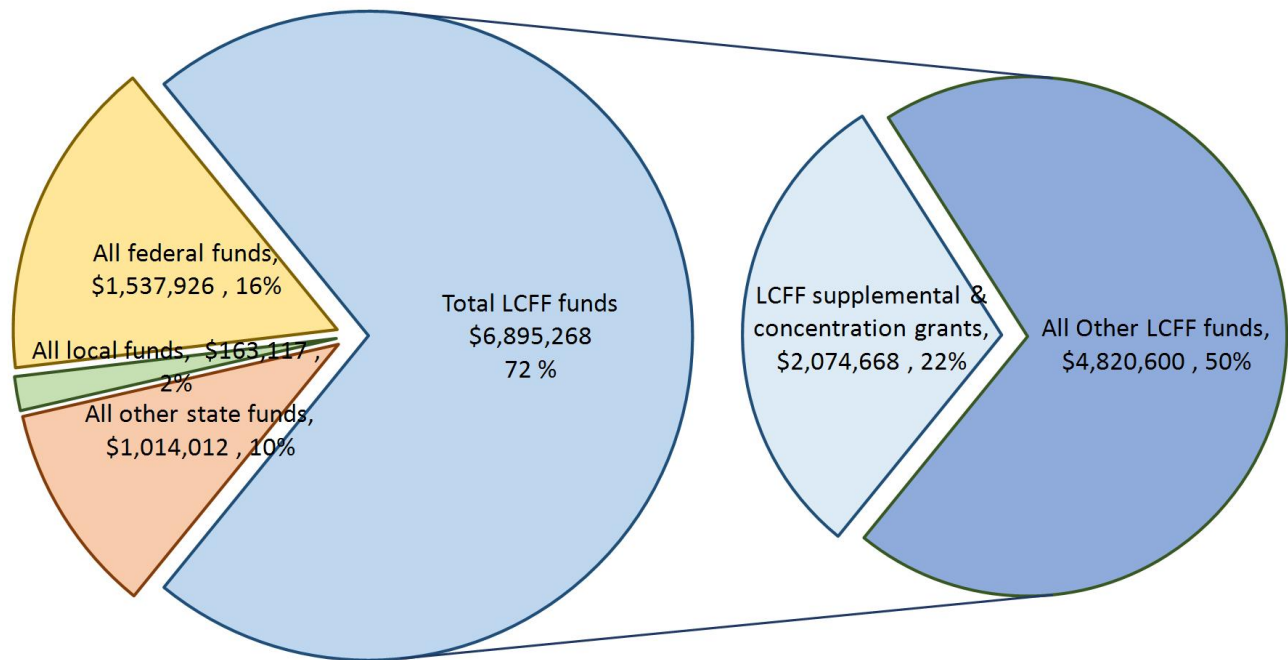
csolian@tipton.k12.ca.us

(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 2022-23 School Year

Projected Revenue by Fund Source



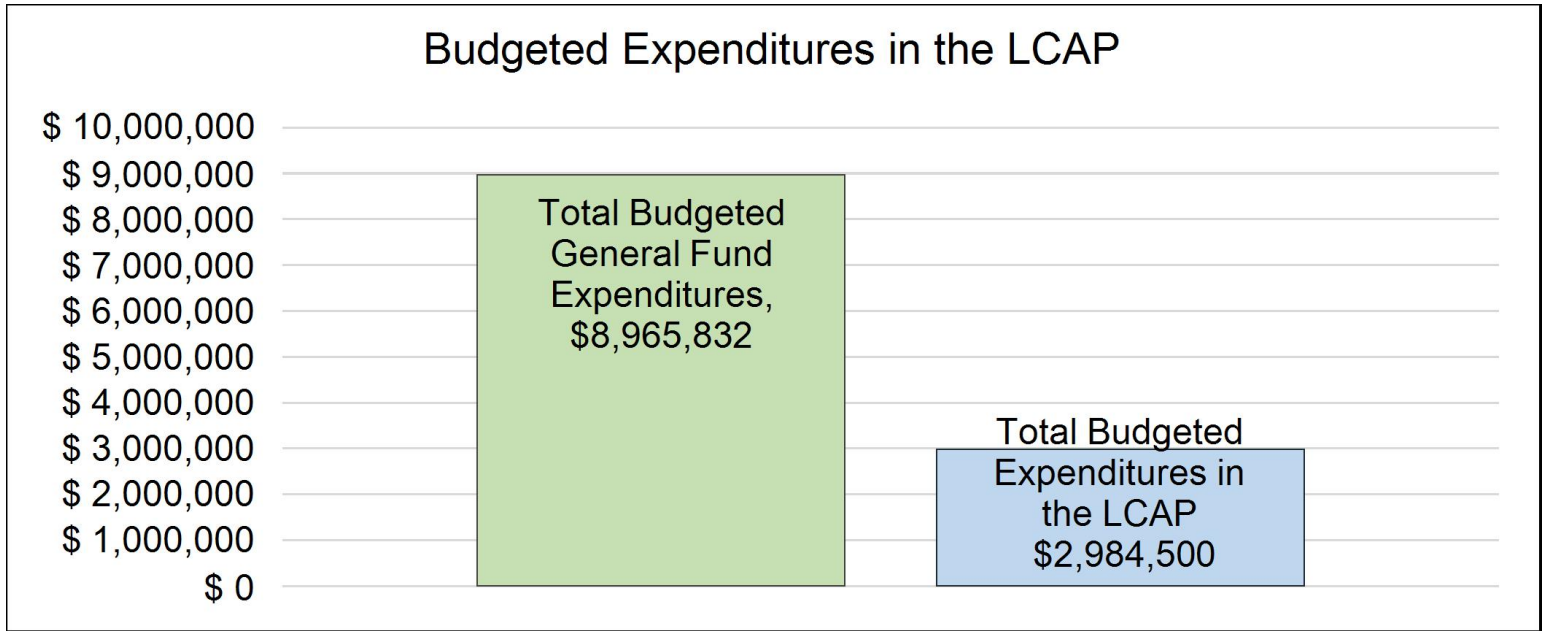
This chart shows the total general purpose revenue Tipton Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tipton Elementary School District is \$9,610,323, of which \$6,895,268 is Local Control Funding Formula (LCFF), \$1,014,012 is other state

funds, \$163,117 is local funds, and \$1,537,926 is federal funds. Of the \$6,895,268 in LCFF Funds, \$2,074,668 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tipton Elementary School District plans to spend \$8,965,832 for the 2022-23 school year. Of that amount, \$2,984,500 is tied to actions/services in the LCAP and \$5,981,332 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

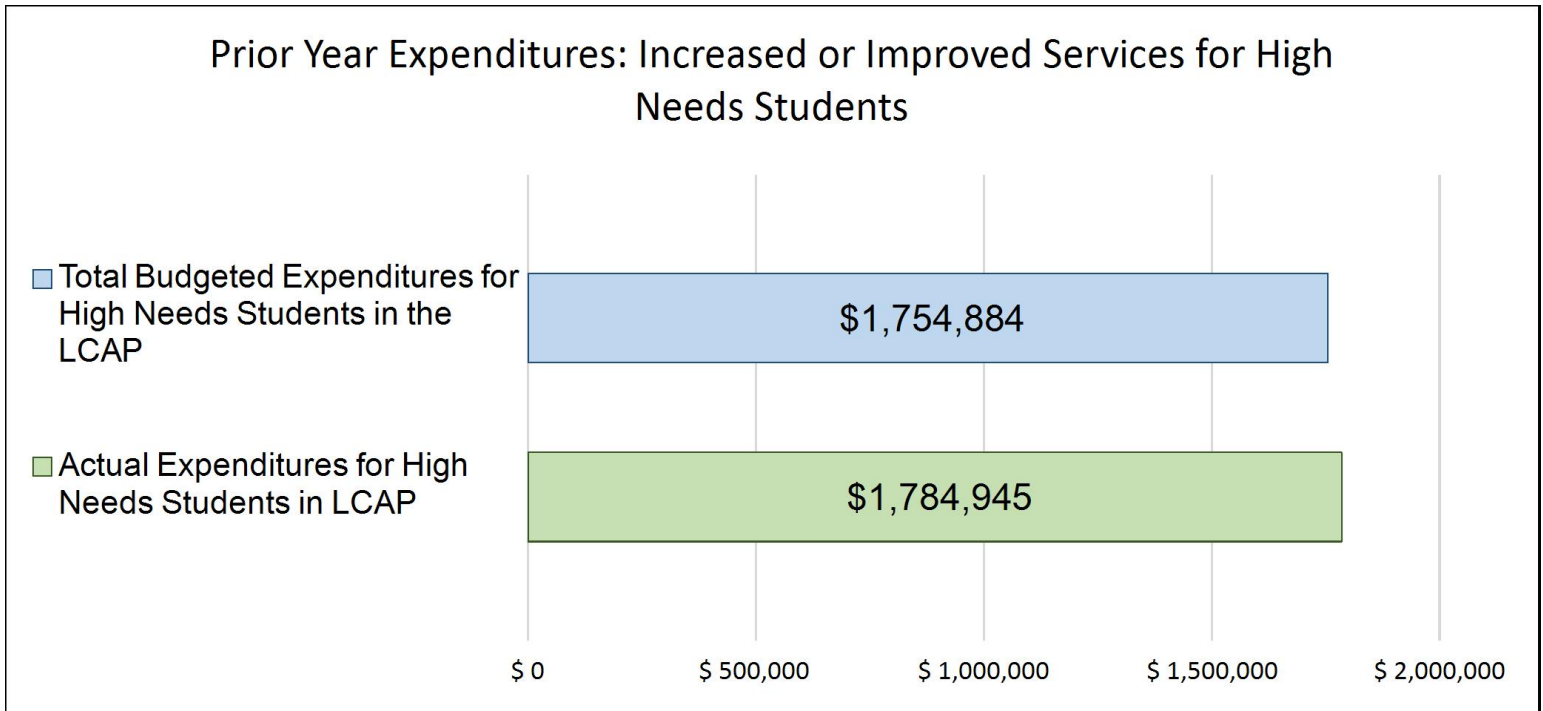
Most teachers, administrator, classified staff salaries and benefits, purchase of state adopted curriculum and materials, maintenance, cafeteria, and transportation costs.

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

In 2022-23, Tipton Elementary School District is projecting it will receive \$2,074,668 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 \$2,295,824 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Tipton Elementary School District's LCAP budgeted \$1,754,884 for planned actions to increase or improve services for high needs students. Tipton Elementary School District actually spent \$1,784,945 for actions to increase or improve services for high needs students in 2021-22.

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

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

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

Tipton Elementary School District met with parents, teachers and school staff to discuss the additional LCFF Concentration Grant Add-on funds for the 2021-2022 LCAP. Surveys were given to families and staff to solicit feedback regarding the LCAP. A meeting was held on December 14, 2021 to discuss the additional funds. An email was sent to all staff explaining the the use of the funds that were not included in the adopted budget for those who could not attend the meeting.

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

Tipton Elementary plans to use additional funds to increase the hours of one part time custodial staff to a full time position. This will allow additional hours to support students. TESD has hired two teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth.

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

As part of our annual LCAP process, Tipton Elementary School met with parents, students, teachers and school staff to gather feedback and ideas on the development of the Expanded Learning Opportunities Grant, LCAP and ESSER III expenditures. The following describes efforts made to get public input on how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts. The input provided for the ELO and LCAP are relevant in planning for the ESSER as all three plans are aligned to serve the needs of all students with a focus on learning recovery.

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, 4/8/21, 4/13/21, 4/14/21, 4,22/21, 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 to solicit feedback on April 6,14, and 11. Surveys were given to our students to complete on April 6. Meetings were also held on 8/4/21, 8/31, 10/6/21 and 10/7/21. An additional ESSER survey was given to staff, students and parents to solicit feedback.

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

The following is an overview of how TESD is implementing funds received from ESSER III.

- Provide extended summer learning to address academic intervention/remediation of grade level content missed and targeted intervention. (Will start June 2022)
- 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. (Tutoring is taking place after school and on designated Saturdays)
- 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. (Services are being provided)
- Students with learning disabilities will be given the option for additional tutoring outside of the school day through an online tutoring program. (Has not been implemented yet. Still looking at what program will be purchased to meet the needs of our students)

- Provide access to reliable, high-speed internet for students through the purchase of internet connected devices/equipment and mobile hotspots and internet technology infrastructure. (If needed, internet and devices are available for those doing long term distance learning)
- Provide after school and summer learning program to accelerate theatre learning to support social and emotional learning. (This has not been implemented yet. After school hours will be started in the spring)
- Replace old carpet with new floors so that they can be properly cleaned and disinfected to reduce the risk of virus transmission. (This project will be going out to bid in February)
- Replace old doors to improve air quality by providing effective seal. (This has not been implemented yet)
- Replace the roof of the 500 wing to address school facility repairs and improvements to enable operation of the school to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. (The roofing project has gone out to bid and will go to the board for approval in February. Waiting on CDE approval)
- Provide additional off salary schedule pay for staff. 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 additional off salary schedule increase is needed to compensate staff for the effects of COVID-19. (This has not been implemented yet)
- (
 - The LCAP funds on going facility and maintenance and repairs. The build upon routine maintenance ESSER III dollars will be used to upgrade projects to improve the indoor air quality in school facilities, including mechanical and non mechanical heating, ventilation and air conditioning systems, filtering, purification and other air cleaning systems to reduce the risk of virus transmission. (Esser II funds are being used first)
 - Purchase cleaning supplies to sanitize and clean the facilities of the district to ensure alignment with the CDC guidance to operate our schools safely. (Cleaning supplies to sanitize have been purchased with Esser II funds)
 - The school was last painted over three decades ago and the surfaces are no longer able to be cleaned. In order to provide safe in person learning the facilities need surfaces that can be cleaned therefore the painting of facilities is needed to minimize the risk of transmission. (This has not been implemented yet)
 - Benches are needed to allow additional seating to accommodate social distancing for students while eating and during school events. (This has not been implemented fully)
 - Shade structures are needed to allow students another location to be outside to safely distance and play. (This has not been implemented yet)

- New desks to provide classrooms that will facilitate movement for project based learning while allowing students to safely distance within the classroom. (This has not been implemented yet)
- Increased LVN time needed to support additional health issue. (We have increased the hours of the LVN).

Challenges that we have faced include getting supplies or items that are on back order. Due to the pandemic many items are out of stock. We have also faced challenges in hiring an LVN. We currently have had a sub in place since August. We are still looking to fill the position. Many projects must be approved by CDE before they can be done so this becomes a process to wait and see if the project will be approved and can proceed. We have faced many challenges with not having enough staff on campus each day. Many students are also absent and miss out on opportunities to receive academic intervention/remediation.

We have been successful with offering tutoring to our students after school and on Saturdays. TESD follows the guidelines set by the CDPH and local health department. TESD is dedicated at providing a healthy and safe school for students and staff. Students who have been excluded from school due to quarantine have been placed on independent study.

CHALLENGES:

TESD has experienced over extending administration to cover classes due to lack of substitute teacher availability. Students have had to be split into different classrooms due to teacher absences and no resources to replace them for the day or days. Our resource teacher has had to substitute in classes which has put a strain on her to meet obligated deadlines for critical submissions of CALPADS. TESD hired two new instructional aides and as of January 2022, we are short two instructional aides. This limits our ability to implement our intervention plan, small group and individualized differentiation, and cover supervision duty times for students at recess and mealtimes.

TESD students and staff have experienced challenges with emotional, psychological, and social-emotional well being. We have experienced a high level of student and staff absences due to COVID-19 isolation and quarantine as well as other illnesses. Students are struggling to get caught up with missed work when they return. Students are overwhelmed with Independent Study work. Staff is experiencing burnout due to the prolonged stress that the pandemic has presented for educators. It has caused our staff to feel overwhelmed, emotionally drained, and unable to meet constant demands required of teaching and learning recovery. We have an increase in student discipline issue specifically related to negative social interactions, inappropriate use of social media, physical fights, and disrespectful behavior towards adults on campus. Students are struggling with feeling of anxiety, anxiety and panic attacks, depression, and low self-esteem.

Independent Study requirements and changes have caused a strain for the attendance clerk and office staff. Addressing chronic absenteeism and the attendance reengagement plan has been limited due to lack of people to monitor and address student issues with attendance. Low attendance percentages has negatively affected academic performance.

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

Tipton Elementary is using supplemental ESSER III funds in alignments with LCAP funds to keep facilities safe, support student health, and address lost instructional time. Ongoing maintenance and repairs, along with cleaning and sanitizing is in alignment with LCAP Goal 4, Action 1 and the Safe Return to In-Person and Continuity of Services Plan’s section 4 Control of COVID Hazards section. Health support and family outreach are in alignment with LCAP Goal 2, Action 4, LCAP Goal 2 Action 6, and the ELO grant. To maximize student achievement and lost teaching and learning, the ESSER III funds are aligned with LCAP Goal 1 Action 2, LCAP Goal 5 Action 1, LCAP Goal 1 Action 11, and LCAP Goal 1 Action 10. The alignment of resources gives our students the best opportunity for academic and social emotional gains that will prepare them for their educational careers.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

The 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 enrollment consists of 536 students with a 93.74% Latino population 4.10% white, 0.19% Black/African American and 1.12% Asian. 339 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. 1.87% of the school's student population is homeless and 0.93% of the school's population is foster youth.

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.

Reflections: Successes

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

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the 2020 and 2021 Dashboards, therefore, reflections on successes and/or progress are based on most recent available state and local data, educational partner input and any relevant 2019 Dashboard information still applicable to the maintenance of actions attributable to success outcomes. 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 from 2020 to 2022 TESD had some success in the area of mathematics with an increase of 8%. Based on local data benchmark from 2020 to 2022 TESD had some success in the area of English with increased achievement by 10%. Based on STAR Reading data, students at grade level or above grade level increased in grades 2nd through 8th. In order to further increase success, TESD provided additional instructional aides to provide Tier II interventions for students that were performing below grade level. Interventions were targeted to what specific skills students weren't performing at grade level. These 6 week long interventions showed three to six months of growth for most students grades 3rd-5th in reading as measured by DRA and running records. For the 2022-2023 school year the district will continue to increase achievement levels by providing an additional instructional aide to help provide support interventions in grades 6th-8th grade. The district also began to have conversations about equitable grading practices in 6th-8th grade. There has been an increase in parent involvement. Parents have expressed their wishes for building up a stronger parent community in partnership with the school. As teachers engage in the MTSS investigation, they have identified the need to increase student language development and have made ELD a focal point for our MTSS initiative.

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.

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the 2020 and 2021 Dashboards, therefore, reflections on identified needs are based on most recent available state and local data, educational partner input, and any relevant 2019 Dashboard information still applicable to addressing identified needs through LCAP actions. 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. During the May 25, 2022 ELAC meeting, educational partners expressed concerns about the academic performance of English Learners based on the end of the year data that was shared during the meeting. There were specific concerns with math and writing achievement levels for English Learners for grades 4th-5th. There needs to be more investigation on why local benchmark data and STAR data are not aligning.

LCAP Highlights

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

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 consistent progress monitoring through formative and summative assessments to help guide instruction for learning recovery
- Provide additional professional development opportunities for staff.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Tipton Elementary School District has a multifaceted approach to ensure that all of our school community educational partners 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. Our School Site Council is composed of parent representatives from each of our unduplicated pupil groups as well as TESD staff which include administration, teachers and paraprofessionals. Our SSC serves as our PAC for LCAP planning. 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 educational partner 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 to 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 April 8th 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, Summer School, ELO-P program, extended day, and current student data. Due to Covid-19, CAASPP scores were not available. It was explained that in 2019-2020 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 educational partners 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 educational partners, CTA, CSEA, the principal and parents. Meetings were held on October 6, 2021, December 15, 2022, February 16, 2022, and May 25, 2022. SELPA meetings were held on August 30, 2021, October 4, 2021, November 1, 2021, December 6, 2021, February 7, 2022, March 7, 2022 and April 4, 2022. Surveys were given to staff and parents on April. Surveys were given to our students to complete on April 6. A survey for ESSER III was also sent out to stakeholders on October 11, 2022.

A summary of the feedback provided by specific educational partners.

Title I meeting feedback:

Parents expressed that they are very grateful for the teachers and staff and all that has been provided for students and the way their children are cared for at Tipton.

There is a request to bring a music teacher to the school. The recorder instruction is not enough. More students need the opportunity to participate.

A request was made for more structured English Language Development. The community wants English learners to learn about language specifically with opportunities to practice.

Parents want more activities where they are on campus and participating in school events. They want to have volunteer opportunities to support the sports program. They expressed that students do not have enough time to practice the sports to successfully compete with other schools. They feel that offering additional sports opportunities after school would give students something to do in the afternoons.

Parents want to have a dance where parents attend with their students. Parents want opportunities to interact with other parents and they want their children to have opportunities to be involved, such as student clubs on campus.

SSC feedback:

Parents want to have a broad range of study including hands on learning and outdoor learning. Continue to build the broad range of study offered to students such as sustaining a variety of elective classes. The academic data shows that there has been some academic growth, but interventions in math, ELA, and ELD needs to be throughout the school. Students need to continue learning with the use of technology. Parents want the opportunity to teach other parents. Parents wanted more opportunities to be involved with student awards and celebrations. Social emotional learning is a priority and students are in need of skills on how to cope with life events. Parents want more opportunities to be involved on the school site.

ELAC feedback:

Parents want support in how to help their students at home. They do have access to the parent liaison but they would like help for their students to acquire English. Parents were happy about the ELO-P and were happy that the summer school day would be extended for enrichment. Teachers should have more training for teaching language. Teachers need to understand English Language Development standards better to support English. Teachers need to give more opportunities to practice the language. 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:

158 students from 5th (31%), 6th (35%), and 8th (33%) graders participated in the LCAP survey.

Students reported that the top ways to get students interested in school: increase extracurricular activities, provide academic supports that support students' individual needs, and provide more counseling hours and social emotional supports. Ways to make school a better place for students to learn: provide social emotional learning, provide extra curricular activities, implement positive culture programs, and provide safety officers at the school site. Ways to make common core lessons better for students: technology supports, training for teachers, more planning time for teachers, more intervention time/lessons. Sixty-two percent of students strongly agree or agree that students are earning good grades. Fifty nine percent strongly agree or agree that the school has good attendance. Forty six percent strongly agree or agree that Tipton Elementary encourages parent participation. Tipton Elementary can improve attendance by making learning fun or having fun activities at school. Help students to be motivated to come to school by giving attendance rewards and not having to listen to the teachers talking for long periods of time. Make school safe without the bullying. Tipton Elementary can get more parent involvement by having more activities for parents to be on campus and have more community meetings. Make sure that the parent meetings are in Spanish. All of them used to be in English only and parents didn't understand.

LCAP Survey for Staff:

Thirty two staff members participated in the LCAP survey. Sixty-two percent of participants reported that they had considerable or some knowledge of budget information. Teachers reported that they would like professional development in the area of reading development stages. Fifty nine percent of staff shared that they have considerable or some knowledge of how our school budget supports continuous school improvement. It was reported to increase student achievement: provide academic supports for struggling students, provide more enrichment during summer, smaller class sizes, and more planning time for teachers. Ways to increase student engagement: increase extra curricular activities, increase academic supports that meet individual student needs, and provide more social emotional support to students. Ways to improve school climate: increase social emotional learning, implement positive culture programs, and increase extra curricular activities. Ways to increase parent involvement: parent resource center, parent education/parent leadership academy, opportunities for parents to volunteer at the school. Increase basic services in the areas of: school safety, technology, teacher (support, recruitment, and retention), ongoing maintenance of district facilities. Eighty one percent reported that the school has established a clear and coherent vision of what students should know. Seventy three percent reported that the school effectively supports professional development to facilitate all students achieving the academic standards. Sixty six percent reported students are aware of the standards and expected performance levels for each content area. Ninety percent reported students use technology in class to assist them in achieving the academic standards. Fifty-six percent reported that assessment data is analyzed and used to make instructional decisions. Seventy-two percent reported the school has an effective system to monitor all students' progress toward meeting the academic standards. Sixty-two percent reported that the school implements academic support programs to ensure students are meeting all requirements. Sixty nine percent reported that they have adequate curriculum for the effective implementation of the California Standards that they are responsible for teaching. Seventy-two percent reported that the school's instructional practices and activities facilitate access and success for diverse student needs. Fifty three percent reported that the school ensures that the parents understand student achievement as measured by the academic standards. Seventy-eight percent reported that the school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. Fifty three percent reported that the school has an atmosphere of trust, respect, and professionalism. Sixty-six percent reported that the school offers adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance. Sixty-two percent reported that the school staff positively embraces diversity. Seventy-five percent reported that the school campus is safe for students. Sixty-two percent reported that the school campus is safe for staff. Seventy-eight percent reported that the school facilities are kept clean. Fifty-six percent reported that the school is a place where staff members feel that they "belong." Fifty percent reported that students are achieving (good state test scores, college and career readiness, improving English for language learners). Eighty seven percent reported that the school has a maintenance request system and they know how to use the system. Thirty four percent reported that S=students have positive body image.

LCAP Summary for Parents/Community Members (9 participants):

Student Achievement:

80% would like better access to technology

60% would like a stronger academic program

75% would like better academic support for struggling students

Student Engagement:

80% would like increased extra-curricular activities (e.g. clubs, visual and performing arts, sports, etc.)

80% would like to have academic supports to meet individual student needs (technology-based instruction)

School Climate:

80% would like to have social emotional learning for their students

80% would like to have positive culture programs (bullying prevention, restorative practices, etc.)

60% would like to increase security within the school (e.g. safety officers, surveillance, etc.)

80% would like to have a parent resource center

80% would like opportunities to volunteer at the school

Basic services:

75% would like for students to have better access to teaching materials and textbooks

75% would like better teacher recruitment and selection for teacher support

60% would like more professional development for teachers

50% would like better training for teachers in the area of implementation of designated and integrated ELD

100% would like more access to career exploration in K-8

60% agree that Tipton Elementary School encourages parental involvement and participation

Additional Parent Comments:

Have a counselor on campus every day.

Extra help for these students falling behind their grade level, something where these children have fun but at the same time to not make it overwhelming for them.

More educational resources for the students.

More communication with parents.

Provide monthly or bi-monthly professional sessions to students.

Have more ice breakers and have the children be involved.

Increased Safety Measures.

ESSR III Survey Results:

One hundred ninety-six participants completed the ESSER III educational partner survey. From those participants 87.8% of students (172 students), 10.7% were staff members (4.1% (8) classified, 5.6% (11) certificated, 0.5% (1) staff), from the community 2.6% (5) community members and 1.5% (3) parents completed the survey.

When asked how we can improve the school 61.7% (121) respondents said we should set goals as a school and celebrate small wins. Twenty-eight percent (55 participants) said there should be classroom innovation. Parent involvement in school committees had 21.9% (43) votes. Thirty-five respondents (17.9%) chose that the staff needs training in building a positive school culture. Thirty-one participants (15.8%) chose that there needs to be a clear list of qualities and values for adults and students.

Next, the participants were asked about how the school could provide a safe and welcoming learning environment for future leaders. Over 55% of the participants (109) said there should be safety and security from vandalism and threats. Half of the participants (98) said there should be updated classroom furniture to facilitate movement and project-based learning. According to the survey, 27.3% (73) said the next priority is updating school grounds for safety and accessibility. Modernizing the school with paint was chosen by 21.4%.

Then the participants were asked what is the biggest challenge we face with the need for learning recovery due to COVID-19 pandemic related loss. The highest concern (46.4%) was the students/ loss of skills they once had. A third of participants (34.2%) said students need more help in reading and math. Another third of participants (33.2%) said student engagement was a challenge. Students needing more emotional support was 29.6% and 28.6% said students needed social skills support. Approximately 16.8% said that English language learners need extra language instruction. Twenty-two participants (11.2%) responded that primary students are receiving extra help compared to upper grade students.

When asked to finish the sentence, “Students need support due to...,” over half of the respondents (57.7%) chose anxiety. Loss of academic learning was chosen 44.9% and 43.9% chose completing work in school and out of school. Sixty-eight respondents (34.7%) selected loss of a family member. Absenteeism and caregiver loss of income was chosen 15.8% and 11.7%, respectively

California Healthy Kids Survey (CHKS) data summary:

Key Indicators of School Climate and Student Well-Being by Grade Levels and Gender

Fifth grade sample data include: 59% female, 41% male, 31% attend afterschool program 1-5 days per week, 29 out of 56 fifth grade students participated in the survey (52%)

Seventh grade sample data include: 49% female, 45% male, 4% nonbinary, 1% something else, 28% attend afterschool program no less than 5 days per week, 70 out of 73 seventh grade students participated in the survey (96%)

In the area of School Engagement and Supports, the following constructs yielded the subsequent data:

80% of 5th grade students and 72% of 7th grade students feel connected to school

90% of 5th grade students and 65% of 7th grade students experience caring adult relationships

94% of 5th grade students and 78% of 7th grade students agree that the adults on campus have high expectations

44% of 5th grade students and 25% of 7th grade students agree that they experience meaningful participation in the classroom.

80% of 5th grade students and 68% of 7th grade students agree that the school promotes parental involvement

In the area of School Safety and Cyberbullying, the following constructs yielded the subsequent data:

79% of 5th grade students and 68% of 7th grade students feel very safe or safe at school

29% of 5th grade students and 23% of 7th grade students have experienced harassment or bullying

18% of 5th grade students and 26% of 7th grade students have experienced cyberbullying

31% of 5th grade students and 30% of 7th grade students have had lies or rumors spread about them

00% of 5th grade students and 03% of 7th grade students have seen a weapon on campus

In the area of Substance Abuse, the following constructs yielded the subsequent data:

10% of 5th grade students and 3% of 7th grade students reported that they are currently using drugs or alcohol

00% of 7th grade students reported that they have been high or drunk at school

03% of 5th grade students and 01% of 7th grade students reported that they currently use vapes

00% of 5th grade students and 01% of 7th grade students reported that they currently use tobacco

00% of 5th grade students and 00% of 7th grade students reported that they are currently using marijuana

In the area of Social Emotional Health, the following constructs yielded the subsequent data:

20% of 7th grade students reported that they have experienced emotional distress

29% of 5th grade students and 32% of 7th grade students reported that they have experience persistent sadness or hopelessness

07% of 7th grade students reported that they have considered suicide

61% of 7th grade students reported that they have optimism

72% of 7th grade students reported that they are satisfied with their lives

66% of 5th grade students reported that they have wellness

In the area of routines, the following constructs yielded the subsequent data:

59% of 5th grade students and 66% of 7th grade students reported that they eat breakfast

17% of 5th grade students and 14% of 7th grade students reported their bed time

(10 pm or later for 5th grade) (12 am or Later for 7th grade)

In the area of School Disciplinary Environment, the following constructs yielded the subsequence data

86% of 5th grade students reported that they have school/classroom rule clarity

69% of 5th grade students reported that students are well behaved

California Healthy Kids Survey (CHKS)-Summary

Key Indicators of School Climate and Student Well-being

There were 28 respondents for the data presented. The survey was sent to all staff.

In the area of School Supports, the following constructs yielded the subsequent data:

28% agree that the school has caring adult relationships

15% agree that the school provides adequate counseling and support services for students

33% agree that the school has high expectations

19% agree that they experience meaningful experiences

11% agree that the school promotes parental involvement

In the area of School Safety, the following constructs yielded the subsequent data:

22% agree that the school is a safe place for staff

26% agree that the school is a safe place for students
20% agree that the school has sufficient resources to create a safe place

In the area of Substance Use and Mental Health for Students, the following constructs yielded the subsequent data:

19% agree that the school has a moderate/severe drug use
12% agree that the school has a moderate/severe problem with tobacco use
15% agree that the school has a moderate/severe problem with vaping
38% agree that the school has a moderate/severe problem with depression

In the area of Perceived School Safety in Response to COVID-19, the following constructs yielded the subsequent data:

26% agree that the response to COVID keeps Students Healthy 26%
26% agree that the response to COVID keeps Staff Healthy 26%

In the area of School Supports for Staff, the following constructs yielded the subsequent data:

10% agree that the Staff Working Environment is supportive
14% agree that there is Staff Collegiality

In the area of Fairness, Rule Clarity, and Respect for Diversity, the following constructs yielded the subsequent data:

13% agree that the school practices fairness and have rule clarity
16% agree that the school shows respect for diversity

SELPA:
No feedback given.

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

Based on educational partner 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, and teacher correspondence with families will increase. To support social and emotional health, additional psychological services will be provided on campus for an increased number of days of the week. Additionally, a 13 week program (Why Try) for 5th grade students will be provided by a social emotional learning specialist. TESD plans to hire a music teacher for the 2022-2023 school year.

Goals and Actions

Goal

Goal #	Description
1	Improve student achievement in English Language Arts, Math and increased academic achievement for all English Learners. (Priorities 1, 2, 4, 7 and 8)

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	Data not available for 2020-2021			<ul style="list-style-type: none"> 6.5 from standard 12.1 from standard for EL Students
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	Data not available for 2020-2021			<ul style="list-style-type: none"> 28.4 from standard 31.6 from standard for EL Students

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.	2021-2022 43% of students measure at or above reading proficiency as measured by the STAR reading test.			60% 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.	2021-2022 32% of students in 2nd - 8th grade measure at or above level as measured by the STAR Math test.			60% 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.	2021-2022 22.73% of students in meet or exceed standard on the TESD math benchmark.			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.	2021-2022 47.45% of 3rd-5th grade students measured at or above proficiency in DRA. During the 2021-2022 year it was decided that K-2 students would not be assessed with DRA rather they would be assessed with DIBLES.			55% of K-5th grade students measure at or above proficiency in DRA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	2021-2022 34.08% of K-8 students meet 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 for the 2019-2020 school year is 3.8%.	2021-2022 The teacher misassignment rate is 3.6%			0% teacher misassignment rate
Teacher attrition rate	The teacher attrition rate for the 2019-2020 school year is 7.4%.	2021-2022 0% teacher attrition rate			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.	2021-2022 100% of students have access to standards aligned materials			100% of students have access to standards aligned materials
Implementation of academic content/performance standards	During the 2019-2020 year through examination was done and archiving of lesson plans to maintain 100% implementation of all academic	2021-2022 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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.	2021-2022 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.	2021-2022 During the 2021-2022 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 services developed and provided to unduplicated pupils as well as individuals with exceptional needs.	2019-2020 100% of unduplicated pupils and students with exceptional needs were provided access to a large variety of programs in order to support their growth and achievement.	2021-2022 100% of programs available offered to unduplicated pupils as well as individuals with exceptional needs.			100% of programs available offered to unduplicated pupils as well as individuals with exceptional needs.
Fully Credentialed in the the subject area and for pupils they are teaching.	The baseline for fully credentialed teacher rate for 2019-2020 is 96%.	2021-2022 96% fully credentialed			100% fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	2019-2020 18.6% of EL students were reclassified.	2020-2021 14.4 % 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.	Data not available			45.4% Performance level medium.
Implementation of ELD standards, programs, and services	100% of students are receiving instruction aligned to the ELD standards.	2021-2022 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	Data not available			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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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)	\$386,348.45	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	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)	\$261,701.70	Yes
1.3	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.	\$50,000.00	Yes
1.4	Awards/Incentives	Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA and math. (LCFF)	\$25,000.00	Yes
1.5	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)	\$86,078.00	Yes
1.6	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 I)	\$143,555.78	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	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.	\$30,000.00	Yes
1.8	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
1.9	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-P)	\$80,000.00	No
1.10	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)	\$52,000.00	No
1.11	Professional Development	ELD and Math support with Tulare County Office of Education Consultant and sub coverage will be provided for teachers to attend professional development trainings(Title I, II & ELO)	\$49,166.83	No
1.12	Web-Based Programs	Web-based programs to address improving achievement of disadvantaged (Title I)	\$57,055.53	No

Action #	Title	Description	Total Funds	Contributing
1.13	Materials	Materials and Supplies (Title I) Instructional materials to assist in the classroom for supplemental activities.	\$59,269.53	No
1.14	Library Books and Materials	Improve and increase library selections for all students	\$25,000.00	Yes
1.15	MTSS Coach	Improve multi-tiered system of supports for student by building understanding in teachers. Sub coverage will be provided when coach pushes into the classroom for one-on-one support. (ELO)	\$12,750.00	No
1.16	STEM Enrichment Teacher	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.	\$121,741.12	Yes
1.17	Materials and Supplies	Provide all students with materials and manipulatives needed for the stem class.	\$5,000.00	Yes

Goal Analysis [2021-22]

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

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

Challenges: Four of our instructional aides retired at the beginning of the school year.
 Successes: Able to purchase science curriculum. Able to explore a systems approach to intervention with the support of the MTSS coach.
 All actions were completed as described in the LCAP.
 The DRA assessment measured grades 3-5 in reading and DIBELS measured grades TK-2.

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

For action 1.2 there was a material difference with the amount budgeted for this item. Other funding not in the LCAP was utilized, resulting in a lower expenditure amount.

For action 1.3 the expenditures were overbudgeted for this action.

For action 1.4 the expenditures were overbudgeted for this action.

For action 1.10 the expenditures were underbudgeted for this action There was an increase in pay for staff who work summer school.

For action 1.11 the expenditures were overbudgeted. The district did offer tutoring afterschool and on Saturdays throughout the school year. We did not have as many students attend as anticipated therefore it did not cost as much as budgeted.

For action 1.12 the budgeted amount for professional development was lower than the estimated actual expenditures. The cost for the professional development was much lower than we anticipated. We also used ELO funds for some of our professional development for our staff.

For action 1.13 other funding not in the LCAP was utilized, resulting in a lower expenditure amount.

For action 1.14 the expenditures were overbudgeted for this action.

For action 1.15 the expenditures were overbudgeted for this action.

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

As of May 6, 2022, the following specific actions: action 1.1 small group intervention support with instructional aides in ELA, action 1.2 providing students with access to technology and resources for student research and learning in English language arts and math, and 1.3 providing all students and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks and providing all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks have shown effective in student academic progress as measured by: an increase of 19.55% of student proficient or above in STAR Reading (2020 to 2022) in grades 2-8, an increase of 39.8% of students proficient or above in STAR Math (2020 to 2022) in grades 2-8, and an increase of 19.45% of student at or above proficiency in DRA (2019 to 2022) in grades 3-5. English learners were 52.89% proficient for above in STAR Math and 38.92% proficient or above in STAR Reading. English learners were these actions show effective in improving student achievement in English Language Arts, and math. Action 1.10 and 1.11 providing extended summer learning and tutoring services have shown less effective for English learner as measure by 12.6% of EL students reclassified, a decrease of 4.2%. Data Quest gives reclassification percentage at 5.2% for the 2020-2021 school year. Moving forward, Tipton Elementary will use reclassification data from Data Quest. English learners were 20.65% proficient for above on the LEA writing benchmark as compared to the whole LEA at 34.08%. English learners who were proficient in the DRA were 28.41%. Action 1.12, professional development in ELD and math support and 1.16, MTSS implementation and showed mostly effective in reading as measured by DRA, STAR Reading, and LEA reading benchmark for the whole school. For English learners, 21.85% were proficient in ELA benchmarks. For English learners on the math benchmarks, 13.25% were proficient. These actions showed less effective in writing as measured by LEA benchmarks. 28.08 % of students were at or above grade level (TK-8). English learners measured at 20.65% at or above grade level (TK-8)

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

Action 1.8 will be removed as an action item for the 22-23 LCAP. This was a one year action. The science curriculum was purchased and implemented. A new action item 1.16 will be added for the 22-23 LCAP which will be to provide a STEM teaching position and action 1.17 materials and supplies needed for the STEM class. All planned actions were carried out during the 2021-2022 school year. Desired Outcome for 2023-24 in STAR reading will increase from 42% to 60% of students measure at or above reading proficiency. Desired outcome for DRA will increase from 34% to 55% of students measure at or above proficiency. Desired Outcome for 2023-24 in STAR math will increase from 32% to 60% at or above grade level in math. DRA will be used to assess 3rd - 5th grade. DIBELS will be used to assess K-2nd grade. For the 2022-2023 school year the writing benchmark data will come from the spring assessment instead of winter. DIBELS end of year benchmark for Kindergarten showed 45% of students measured at or above benchmark, first grade showed 35% measured at or above benchmark, and second grade showed 40% at or above benchmark, and third grade showed 49% of students at or above benchmark.

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

Goals and Actions

Goal

Goal #	Description
2	Improving school climate and safety while increasing pupil attendance and decreasing chronic absenteeism. (Priorities 3, 5 and 6)

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. Long-term Independent Study was very difficult to manage as we did not have enough teacher to support the daily synchronous instruction. TESD community and educational partners have have prioritized campus safety as crucial for students to be able to focus on their attendance, as well as providing a secure environment for students to develop socially and emotionally.

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.	2021-2022 92% K-8 attendance rate			97% K-8 attendance
Chronic absentee rate	2018-2019 chronic absentee rate is 3.1%	2021-2022 Data not available			2.6% chronic absentee rate
Pupil suspension rate	2018-2019 suspension rate was 1.5%	2021-2022 3.17% suspension rate			1.2% suspension rate
Pupil expulsion rate	2018-2019 Less than 1%	2021-2022 less than 1%			less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle school dropout rate	2019-2020: 0 students	2021-2022 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 as staff members. 73% of 5th graders and 89% of 7th graders completed the survey. 0% of staff completed the survey.	2021-2022 52% of 5th graders and 96% of 7th graders completed the survey. 38% of staff completed the survey.			95% of 5th and 7th grade students and staff participate in the California Healthy Kids Survey every other year.
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.	2021-2022 158 students 9, parents and 32 staff participated in the annual LCAP survey.			To have 60 parents, 180 students and 30 employees participate in the survey to provide feedback on the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Safety and Connectedness Survey	Baseline will be established in 2021-2022.	2021-2022 93.1% of parent feel safe and connected at school.			To have 80% of parents that feel safe and connected at school.
Staff Safety and Connectedness Survey	Baseline will be established in 2021-2022.	2021-2022 67% of staff feel safe and connected at school.			To have 80% of staff that feel safe and connected at school.
Student LCAP Survey	Baseline will be established in 2021-2022.	2021-2022 61.4% of students report a need for more counseling services, 61.4% report a need for more social emotional learning opportunities			Based on these data a decrease of 20% of students will report the need for more counseling services and SEL opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Awards and Incentives	Provide students with incentives and awards to recognize and encourage increased attendance.	\$10,000.00	Yes
2.2	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 out reach and implementation of the SARB process.	\$66,393.00	Yes
2.3	Social Worker	Provide a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach	\$37,569.17	Yes

Action #	Title	Description	Total Funds	Contributing
		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)		
2.4	LVN	Provide an LVN to assist with student health issues and family outreach. (LCFF & ESSER III)	\$47,600.69	Yes
2.5	RN	Provide additional days for RN to assist with student health issues and family outreach.	\$10,589.12	Yes
2.6	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.	\$20,000.00	Yes
2.7	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)	\$9,681.63	No
2.8	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)	\$25,821.17	No

Action #	Title	Description	Total Funds	Contributing
2.9	The Triage Social Worker	The Triage Social Worker (TSS) works closely with the students, parents/caregivers, community partners and staff to help create a safe, healthy and supportive learning environment for all students. The TSS meets with students individually or in small groups to provide interim counseling services, social/emotional support, or skill building in a variety of areas (i.e. coping skills, social skills, mindfulness). In addition, the TSS is available to assist in community linkages for families struggling to meet their basic needs. (TCOE Grant)		Yes
2.10	Infrastructure/Software	Infrastructure and software to connect with first responders on the case of an Emergency. The safety of the students at Tipton Elementary is important to school leaders. Once operational, the web-based system will enable law enforcement dispatchers to access the school's camera system, along with maps of its campus and 360-degree images of classrooms. In the event the school experiences an emergency, emergency dispatchers will be able to relay information to responding officers making emergency response quicker and more effective.	\$11,000.00	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.

There were no substantive differences in the actions planned. All actions were implemented. One challenge was the lack of participation in the parent LCAP survey. Phone calls were sent out and the survey was provided on three separate occasions. We also had low participation on the California Healthy Kids Survey for 5th grade and staff.

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

The only material differences between budgeted expenditures and estimated actual expenditures were for action 2.1 awards and incentives and 2.4 LVN. The district received additional funds from the state which offset the cost for the LVN.

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

As of May 6th, the following specific actions: action 2.2, school psychologist, 2.3 social worker, 2.6 Behavior Health Services (provide support services), 2.7 Special Friends, provide additional counseling support TK-3 grade, and 2.9 triage social worker (helps to create safe and healthy learning environment) have shown effective in improving school climate, increasing attendance and decreasing chronic absenteeism as measured by attendance (92). These actions do not show effective for decreasing suspension rate. The suspension rate for 2021-2022 is 3.17%, which is a significant increase. TESD showed improvement in 7th grade and staff participation in the California Healthy Kids Survey. TESD showed a decrease in 5th grade participation in the survey.

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

Action 2.9 is a new action for 2022-2023. A triage social worker will be on staff to support students. This position will be covered by a grant with TCOE. For 2022-2023 action 2.6 BHS mental health professional services will no longer be paid for by the TCOE grant. Based on LCAP student survey results, 61.4% of students want more counseling services, 61.4% want more social emotional learning opportunities, and 40% of students would like to have an officer on campus. Action 2.10 is a new action for 2022-2023 that will add Infrastructure and software to connect with first responders on the case of an Emergency. TESD community and educational partners have prioritized campus safety as crucial for students to be able to focus on their attendance, as well as providing a secure environment for students to develop socially and emotionally.

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

Goals and Actions

Goal

Goal #	Description
3	To improve the participation and increase learning opportunities for parents. (Priorities 3 and 6)

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	2021-2022 4 opportunities 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	2021-2022 10 opportunity 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	2021-2022 9 sponsored parent events			Host a minimum of 6 school sponsored parent events
Number of parents, including those of unduplicated pupils	2019-2020 98% Parent conference attendance rate	2021-2022 95% Parent conference rate			98.5% Parent conference attendance rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and special needs pupils, who attend parent conferences in order to receive and give input regarding their students' academic program and progress					

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Events	Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	\$15,000.00	Yes
3.2	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

Goal Analysis [2021-22]

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

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

All actions were completed however due to the pandemic guidelines we were not able to hold all of the in person parent events that were planned along with opportunities for parent education in school wide programs. Many of the meetings were held through zoom.

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

The only material difference between budgeted expenditures and estimated actual expenditures were for action 3.1 parent events and action 3.3 Marquee. Action 3.1 was overbudgeted for this action and for for action 3.3 the marquee was overbudgeted for this action.

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

The district did install a new marquee to update students, families and the community on events happening at the school. Parents also had access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Blackboard connect was used continually for parent communication as well as the school website where information is displayed and updated. Although we were not able to provide as many planned events for families this year, the school found ways to include parents as much as possible.

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.

For the 2022- 2023 LCAP action 3.3 will be removed. This action was completed and is no longer needed.

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

Goals and Actions

Goal

Goal #	Description
4	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. (Priorities 3 and 7)

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 accomodate 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	2021 -2022 2 VAPA events were 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	2021-2022 There are currently 11% of students participating in music during the regular school day.			30% of students participated in music during the regular school day

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Facilities	Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Improvement to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields and playgrounds. The fields will be upgraded to provide a safe place for students to participate in extra curricular activities.	\$300,000.00	Yes
4.2	Equipment	Provide music and theater equipment for visual and performing arts for all students	\$50,000.00	Yes
4.3	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.	\$8,000.00	Yes
4.4	Custodial Staff	Provide additional hours of one part time custodial staff to a full time position. This will allow additional hours to support students and parent events. (Additional Concentration Grant)	\$25,985.27	Yes
4.5	Materials, Supplies and Equipment	Provide materials, supplies and equipment needed for enrichment and extra curricular activities which includes but is not limited to sports and clubs.	\$25,000.00	Yes
4.6	Music Teacher	Provide a Music Teacher	\$106,551.54	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.

There were no substantive differences except we added additional hours of one part time custodial staff to a full time position during the 2021-2022 school year. This allowed additional hours to support students and parent events using the additional Concentration Grant funds that were provided for the 2021-2022 school years. This was added as an Action after adoption of the LCAP in June 2021, as a result of Concentration and Add-on funding apportioned to the district after LCAP adoption. See Annual Update Table.

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

Action 4.2 equipment and Action 4.3 School Garden had a material difference between the budgeted expenditures and estimated actual expenditures. Expenditures were overbudgeted for this action.

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

Action 4.1, 4.2, and 4.3, provide adequate facilities to increase student participation visual and performing arts, and giving students the opportunity to learn the importance of agriculture in our school garden, allowed for 4th graders to experience music education, the drama class was able to perform two plays for our parents/families and community, and students were involved in designing part of the school garden, adding a mural to the the small barn in the school garden, and building interest in the community to get involved. This increase in student participation is measured by acknowledging that there was no participation data in 2019. Action 4.1 increased the desire for parent involvement as measured by parents asking to volunteer in the school garden. Some parents have asked to organize a parent group to assist by communicating what the community wants for facilities, playgrounds, and fields. Increased extra curricular opportunities can be explored.

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

Action 4.5 was added based on parent requests to provided the necessary materials, supplies and equipment needed for enrichment and extra curricular activities, sports and clubs. Action 4.6 was added based on parent requests to provide more music opportunities for students. For goal 4 the desired outcomes for 2023-2024 were changed to reflect 30 percent of students participated in music during the regular day. For school year 2021-2022 there were 11% of students who participated in music during the school day.

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

Goals and Actions

Goal

Goal #	Description
5	Maintain class sizes of 24:1 or less across grades TK-8. (Priorities 4, 5 and 6)

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 classes were maintained at or below 24:1 except one 7th grade class with ratio of 25:1			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	Data not available			<ul style="list-style-type: none"> 6.5 from standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2018-2019 EL Students -23.9 points from standard				<ul style="list-style-type: none"> 12.1 from standard for EL Students
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	Data not available			<ul style="list-style-type: none"> 28.4 from standard 31.6 from standard for EL Students

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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	\$402,105.68	Yes
5.2	Additional Staffing	Additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth. (Additional Concentration Grant)	\$249,036.73	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.

This action was met. Action 5.2 was added for 2021-2022 to allow for additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth using the additional Concentration Grant funds that were provided for the 2021-2022 school year. This was added as an Action after adoption of the LCAP in June 2021, as a result of Concentration and Add-on funding apportioned to the district after LCAP adoption. See Annual Update Table.

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

There was no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Action 5.1, provide small class sizes through the funding of 3 additional teachers, was effective in providing small class size throughout the district, as measured by class rosters. Small class sizes are effective in increasing student achievement as measured by local assessments. Student engagement increased, especially through increased small group instruction, as measured by classroom observations. Small class sizes is effective in allowing teachers more time with individual students which increases a positive school climate, as measured by teacher reporting.

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.

For 2022-2023 Action 5.2 was added for additional staffing to allow for additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth using the Additional Concentration Grant funds.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,074,668	\$275,022

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
44.21%	4.93%	\$221,144.11	49.14%

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

Required Descriptions

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

In considering foster youth, English learners, and low-income students first, the following research data were part of the decision making process for actions to be taken at Tipton Elementary School:

English learners are disproportionately taught by less qualified teachers or teachers with few skills to meet the needs of English learners (Ballantyne, Sanderman, & Levy, 2008; Darling-Hammond, 2010).

Small group instruction focused on English language development is effective literacy instruction for English learners in the elementary grades. The small group instruction must be strategically driven by the student's level of risk of not being a proficient reader and reading assessment data. Assessment data should include phonological awareness, phonics, reading fluency, vocabulary and comprehension. (Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R., 2007).

High yield strategies for English learners include teaching strategies for all learning styles, using multiple resources in addition to the text, differentiating instruction based on student need, making lessons that are relevant and are related to real-life context, actively engaging

students, incorporating higher order thinking skills, and providing multiple opportunities for authentic assessment (Marzano, Robert J., Pickering, Debra J., & Pollack, James E., 2001)

Best teaching practices to scaffold up for access to standards include representing what you say with visuals and realia, using short simple sentences with clear articulation, using gestures and facial expressions, using high-frequency vocabulary, replacing pronouns with nouns, reducing idiomatic expressions, and modeling for students multiple times for each explicit direct lesson (Hill, Jane D. & Flynn, Kathleen, M., 2006).

In a metaanalysis study of 14 peer-reviewed articles and research reports foster youth are reported to have a lifetime of mental health challenges and/or disorders. Foster youth are 2 to 4 times more likely to suffer from a lifetime of mental health disorders than students in the general population. Research shows that as foster youth get older the need for mental health services increases but services decrease. It is important to keep a focus on routine screening of foster youth well-being and providing mental health support (Judy R. Havlicek, Antonio R.Garcia, C. Smith, 2003).

Foster youth have multiple risk factors for school success. Foster youth move between schools often, have mental health concerns and behavior issues that increase the risk factors. Foster youth have poor academic outcomes. Resilience in foster youth must be built through teacher- student relationships, connecting teachers to foster youth services for early intervention, building foster youth efficacy, authentic assessment and intervention of academic gaps in reading and mathematics, and helping teachers and resource parents to shift a focus from behavioral issues to prioritizing the educational vulnerability of foster youth. (Emily Bruce Ph.D. and LCSW , Toni Naccarato Ph.D. , Laura Hopson Ph.D. & Kristen Morrelli BASW (2010).

In order to make all voices in our community heard and met, Tipton Elementary conducted a thorough needs assessment. Our needs assessment includes a researched based approach, feedback from certificated and classified staff, student families, English Learner Advisory Committee, special education team, School Site Council, parent surveys, student surveys, student study teams, and leadership teams, and foster youth parent meetings.

Below are the whole school actions we are implementing to address those unduplicated students' needs. Although low-income, foster youth and English learner students are at the forefront of our actions, these actions will benefit all students by providing intentional interventions in a systematic approach. These actions take a comprehensive framework to support all students.

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

Goal 1 Action 1: Increased small group instruction (continued)

Why?- English Learner Reclassification Rate indicates far fewer English learners being reclassified. 2019-2020 18.6% of EL students were reclassified. For the purpose of staying consistent with our measure, DataQuest will be used to monitor progress for reclassification. In 2019-2020, the English learner reclassification was measured at 12.6%. The 2020-2021 reclassification rate was measured at 5.6% per DataQuest.

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.

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. The DRA results from the Fall of 2019 indicate that 29.24% of K-5th grade students measured at or above proficiency. No other DRA data was collected for the 2019-2020 school year due to COVID-19 school closures. The DRA assessment for the 2020-2021 school year was not administered due to the difficulty of assessing students during distance learning. The DRA results for spring of 2022 for 3rd-5th grade indicate that 26.29% were at or above grade level which showed a decrease in progress. For the 2021-2022 school year the DRA was not administered to K-2nd grade. Instead, TESD is using DIBELS assessments to monitor student reading progress for Kindergarten-3rd grade. For the 2021-2022 mid-year DIBELS assessment 36% of students in grade K-3rd grade measured at or above benchmark.

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. The mid-year writing benchmark showed that 35.66% met/exceeded (all students), 21.78% met/exceeded EL, 51.82% approaching, and 26.4% not met, 42.86% of foster students met/exceeded 3 out of 7 students, 42.86% of foster students approaching 3 out of 7 students, 14.29% of foster students below 1 out of 7 students. The 2021-2022 mid-year writing benchmark showed that 34.08% of students met or exceeded standards. For the 2021-2022 mid-year writing benchmark 20.65% of EL students measured met/exceeded grade level standards in writing. *EOY Writing Benchmarks will be complete next week.

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. Students were not administered CAASPP in

ELA in 2019-2020 and 2020-2021 due to COVID-19 school closures and the distance learning model of instruction. Instead, STAR Reading data was used for 2020-2021.

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. Students were not administered CAASPP in Math in 2019-2020 and 2020-2021 due to COVID-19 school closures and the distance learning model of instruction. Instead, STAR math data was used in 2020-2021.

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. 2021-2022 43% of students grades 2nd-8th were at or above reading proficiency as measured by the STAR reading test as of December 2021.

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 students were below grade level in math. 2021-2022 32% of students grades 2nd-8th were at or above reading proficiency as measured by the STAR reading test as of December 2021.

How? - 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. 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. English language learners will be monitored using data from the CAASPP and local assessments as well as the percent of EL's who are making progress toward English proficiency on ELPAC and those being reclassified.

Goal 1 Action 2 & 8: Improved access to technology (continued)

Why?- School Site Council parent input-Parents wanted better access to technology and increased interventions for low income and foster youth students for learning recovery.

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.

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 students were below grade level in math.

How?- The purchase and replacement of technology devices, infrastructure upgrades, in-house technology support technician, and support staff will focus on prioritizing unduplicated students.

Science adoption leadership team will 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.

Goal 1 Action 3: ELA/ Math Materials: (continued)

Why? - 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.

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. The mid-year writing benchmark showed that 35.66% met/exceeded (all students), 21.78% met/exceeded EL, 51.82% approaching, and 26.4% not met, 42.86% of foster students met/exceeded 3 out of 7 students, 42.86% of foster students approaching 3 out of 7 students, 14.29% of foster students below 1 out of 7 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 students were below grade level in math.

How? - Provide EL students with ancillary English Language Arts and math materials including leveled books, news magazines, manipulatives and students supplemental workbooks.

Goal 1 Action 4: Increased and improved awards/Incentives/Parent involvement- (continued)

Why?- School Site Council wanted more opportunities for low income families and foster youth to be involved with student awards and celebrations.

English Learner Reclassification Rate indicates 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.

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How?-Awards Assembly with incentives will provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA and math. This is done quarterly throughout the school year.

Goal 1 Action 5 & 15: Improved access to librarian and library resources (continued)

Why?- English Learner Reclassification Rate indicates 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.

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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 midyear writing benchmark.

How? -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.

Goal 1 Action 6: Resource Teacher to support teaching staff. (continued)

Why?-School Site Council suggested support for low income and resource parents with student academics at home.

ELAC feedback for English learner students: 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 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.

Student survey response which includes feedback from low-income, foster youth, and English learners:

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 support needed. I just need to focus more.

English Learner Reclassification Rate indicates 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.

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How?- 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. The Resource Teacher will oversee performance monitoring of

low-income students, foster youth, and English learners will be conducted through STAR reading and math testing, DIBELS assessments (makers for reading proficiency), benchmarks focused on essential standards, DRA assessments twice per year, and CAASPP assessments, and formative assessment. 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.

Goal 1 Action 7: Field Trips (continued)

Why? Foster youth, English learners, and low-income students have fewer advantages at accessing enriched educational trips.

How? Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with special needs.

Goal 1 Action 9: Salary Increase (continued?)

Why? - 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.

How? - 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.

Goal 1 Action 16: MTSS Implementation (continued)

Why? School Site Council parent input-Parents wanted better access to technology and increased interventions for low income students for learning recovery.

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

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.

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.

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

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.

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.

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How?- MTSS Coach will improve the District's multi-tiered system of supports for students 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. Learning progress will be monitored through the implementation of an intentional MTSS. Interventions will begin as soon as possible and will be based on low income, foster youth, and English learner students' individual needs.

Goal 2 Action 1: Awards and Incentives-Provide students with incentives and awards to recognize and encourage increased attendance (continued)

Why? 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.

The School Site Council wanted more opportunities for low-income families and foster youth to be involved with student awards and celebrations.

How?- School Social Worker will design and implement a school wide attendance incentive plan. Good attendance will be recognized and rewarded at school assembly activities. Parents will be invited to attend. Previously parents were unable to participate due to limited space and challenging scheduling.

Goal 2 Action 2 & 3: Increased and improved access to school psychologist and social worker services- (continued)

Why?- School Site Council wanted mental health for low income and foster youth students who are struggling to stay engaged in remote lessons, with teachers, and classmates.

ELAC feedback for English learner students was for Family Services Social Worker to continue with parent training in English and Spanish and supporting students with attendance concerns.

The School Site Council wanted low-income students and foster youth to have support for mental health for students who are struggling to stay engaged in remote lessons, with teachers, and classmates.

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.

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.

How?- 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.

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.

Goal 2 Action 4 & 5: Increased and improved access to health experts- Increased and improved student Information/parent communication (continued)

Why?- 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.

School Site Council wanted additional communication that is easily accessible by the low income families and for information to be displayed publicly and updated regularly (marquee).

How?- 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.

Goal 3 Action 1: Parent Events-Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input. (continued)

Why?- 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.

English Learner Reclassification Rate indicates 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.

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

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

How? Provide multiple opportunities for parent involvement in district decision making. Provide at least multiple opportunities for parent education in school wide programs. Increase the percent of parent conference attendance rate. Host multiple school sponsored parent events.

Goal 3 action 2 and 3: Student Information/Parent Communication and School Marquee (continued?)

Why?- School Site Council wanted additional communication that is easily accessible by the low income families and for information to be displayed publicly and updated regularly (marquee).

How? - 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. School Marquee to update students, families and the community on events happening at the school.

Goal 4 Action 1 & 2: Improved facilities and equipment- (continued)

Why? - 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.

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.

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

How? 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. Low income, foster youth, and English learner students 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.

Goal 4 Action 3: School Garden - Increased and improved hands -on experiences in outdoor classroom-

Why?- School Site Council asked for increased agricultural opportunities for low income and foster youth with use of LCAP to help sustain the school garden and the junior high Ag Elective.

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

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How?- 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. 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

Goal 5 Action 1: Additional teaching staff (continued)

Why?- English Learner Reclassification Rate indicates 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.

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How?- Additional teaching staff will increase the number of small class sizes. An additional first, fifth, third 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. Smaller class sizes will give teachers the opportunity to build closer relationships with low income, foster youth, and English learner students to support social emotional needs.

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 \$1,712,521 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF) along with \$261,707 additional LCFF Concentration Grant 15%. In addition, using the same calculation tool the proportionality percentage has been calculated at 44.21%. The 44.21% to increase or improve services when added to the Carryover Percentage to increase or improve services of 4.93% equals a Minimum Proportionality Percentage of 49.14% for the 2022-2023 LCAP year.

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 Consultant 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 Consultant will increase language development understanding for staff.

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. The Resource Teacher will provide intervention instruction for students.

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, sports fields, and equipment for extra curricular activities and outdoor learning.

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.

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

Tipton Elementary plans to use additional funds to increase the hours of one part time custodial staff to a full time position. This will allow additional hours to support students. TESD has hired additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:13
Staff-to-student ratio of certificated staff providing direct services to students		1:18

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,295,824.79	\$158,084.50		\$530,591.65	\$2,984,500.94	\$2,108,702.18	\$875,798.76

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional Aides	English Learners Foster Youth Low Income	\$208,071.64			\$178,276.81	\$386,348.45
1	1.2	Technology and Resources	English Learners Foster Youth Low Income	\$255,835.40			\$5,866.30	\$261,701.70
1	1.3	ELA/Math Materials: Books and Supplies	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
1	1.4	Awards/Incentives	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
1	1.5	Librarian	English Learners Foster Youth Low Income	\$86,078.00				\$86,078.00
1	1.6	Resource Teacher	English Learners Foster Youth Low Income	\$71,777.89			\$71,777.89	\$143,555.78
1	1.7	Field Trips	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.8	Salary Increase	English Learners Foster Youth Low Income	\$110,000.00				\$110,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Summer School	All		\$80,000.00			\$80,000.00
1	1.10	Tutoring	All		\$40,000.00		\$12,000.00	\$52,000.00
1	1.11	Professional Development	All		\$11,000.00		\$38,166.83	\$49,166.83
1	1.12	Web-Based Programs	All				\$57,055.53	\$57,055.53
1	1.13	Materials	All				\$59,269.53	\$59,269.53
1	1.14	Library Books and Materials	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
1	1.15	MTSS Coach	All		\$12,750.00			\$12,750.00
1	1.16	STEM Enrichment Teacher	English Learners Foster Youth Low Income	\$121,741.12				\$121,741.12
1	1.17	Materials and Supplies	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
2	2.1	Awards and Incentives	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.2	Psychologist	English Learners Foster Youth Low Income	\$66,393.00				\$66,393.00
2	2.3	Social Worker	English Learners Foster Youth Low Income	\$7,513.83			\$30,055.34	\$37,569.17
2	2.4	LVN	English Learners Foster Youth Low Income	\$33,266.19	\$14,334.50			\$47,600.69
2	2.5	RN	English Learners Foster Youth Low Income	\$10,589.12				\$10,589.12

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	BHS mental health professional	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
2	2.7	Special Friends Aide	All				\$9,681.63	\$9,681.63
2	2.8	Parent Liaison	All				\$25,821.17	\$25,821.17
2	2.9	The Triage Social Worker	English Learners Foster Youth Low Income					
2	2.10	Infrastructure/Software	English Learners Foster Youth Low Income	\$11,000.00				\$11,000.00
3	3.1	Parent Events	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
3	3.2	Student Information/Parent Communication	English Learners Foster Youth Low Income	\$9,500.00				\$9,500.00
4	4.1	Facilities	English Learners Foster Youth Low Income	\$300,000.00				\$300,000.00
4	4.2	Equipment	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
4	4.3	School Garden	English Learners Foster Youth Low Income	\$8,000.00				\$8,000.00
4	4.4	Custodial Staff	English Learners Foster Youth Low Income	\$25,985.27				\$25,985.27
4	4.5	Materials, Supplies and Equipment	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
4	4.6	Music Teacher	English Learners Foster Youth Low Income	\$63,930.92			\$42,620.62	\$106,551.54
5	5.1	Staffing/Class Size	English Learners Foster Youth Low Income	\$402,105.68				\$402,105.68
5	5.2	Additional Staffing	English Learners Foster Youth	\$249,036.73				\$249,036.73

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,692,810	\$2,074,668	44.21%	4.93%	49.14%	\$2,295,824.79	0.00%	48.92 %	Total:	\$2,295,824.79
								LEA-wide Total:	\$2,295,824.79
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$208,071.64	
1	1.2	Technology and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$255,835.40	
1	1.3	ELA/Math Materials: Books and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.4	Awards/Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.5	Librarian	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,078.00	
1	1.6	Resource Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,777.89	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
1	1.8	Salary Increase	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,000.00	
1	1.14	Library Books and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.16	STEM Enrichment Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,741.12	
1	1.17	Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.1	Awards and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.2	Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,393.00	
2	2.3	Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,513.83	
2	2.4	LVN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,266.19	
2	2.5	RN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,589.12	
2	2.6	BHS mental health professional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.9	The Triage Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.10	Infrastructure/Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	
3	3.1	Parent Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.2	Student Information/Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,500.00	
4	4.1	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
4	4.2	Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
4	4.3	School Garden	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
4	4.4	Custodial Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,985.27	
4	4.5	Materials, Supplies and Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
4	4.6	Music Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,930.92	
5	5.1	Staffing/Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$402,105.68	
5	5.2	Additional Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$249,036.73	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,321,047.50	\$2,262,822.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Aides	Yes	\$334,424.00	\$331,221.07
1	1.2	Technology and Resources	Yes	\$227,217.00	\$131,919.20
1	1.3	ELA/Math Materials: Books and Supplies	Yes	\$46,150.82	\$18,000.00
1	1.4	Awards/Incentives	Yes	\$15,000.00	\$2,955.13
1	1.5	Librarian	Yes	\$75,113.00	\$80,669.40
1	1.6	Resource Teacher	Yes	\$129,333.00	132,121.00
1	1.7	Field Trips	Yes	\$20,000.00	\$20,177.63
1	1.8	Science Curriculum	Yes	\$111,000.00	\$111,000.00
1	1.9	Salary Increase	Yes	\$110,000.00	\$110,000.00
1	1.10	Summer School	No	\$50,288.50	\$72,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Tutoring	No	\$84,000.00	\$34,118.26
1	1.12	Professional Development	No	\$56,251.54	\$39,430.41
1	1.13	Web-Based Programs	No	\$37,199.71	\$17,810.00
1	1.14	Materials	No	\$28,067.93	\$821.41
1	1.15	Library Books and Materials	Yes	\$15,000.00	\$14,813.10
1	1.16	MTSS Coach	Yes	\$75,512.00	\$10,500
2	2.1	Awards and Incentives	Yes	\$5,000.00	\$1876.70
2	2.2	Psychologist	Yes	\$63,380.00	\$64,380.00
2	2.3	Social Worker	Yes	\$33,312.00	\$30,281.94
2	2.4	LVN	Yes	\$40,716.00	\$34,437.00
2	2.5	RN	Yes	\$9,798.00	\$9,832.00
2	2.6	BHS mental health professional	No	\$15,000.00	\$15,000
2	2.7	Special Friends Aide	No	\$9,000.00	\$8,368.75

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Parent Liaison	No	\$24,500.00	\$24,699.41
3	3.1	Parent Events	Yes	\$5,000.00	1,085.08
3	3.2	Student Information/Parent Communication	Yes	\$9,500.00	\$9098.23
3	3.3	School Marquee	Yes	\$60,000.00	\$39,436.22
4	4.1	Facilities	Yes	\$250,000.00	\$250,000
4	4.2	Equipment	Yes	\$5,000.00	\$1730.93
4	4.3	School Garden	Yes	\$10,000.00	\$3534.25
4	4.4	Custodial Staff	Yes	0	\$12,237.00
5	5.1	Staffing/Class Size	Yes	\$366,284.00	\$371,030.00
5	5.2	Additional Staffing	Yes	0	\$258,238.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,006,090	\$1,754,884.00	\$1,784,945.89	(\$30,061.89)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Aides	Yes	\$199,424.00	\$182,521.00		
1	1.2	Technology and Resources	Yes	\$209,187.00	\$127,882.70		
1	1.3	ELA/Math Materials: Books and Supplies	Yes	\$40,000.00	\$17,510.89		
1	1.4	Awards/Incentives	Yes	\$15,000.00	\$2,955.13		
1	1.5	Librarian	Yes	\$75,113.00	\$80,669.40		
1	1.6	Resource Teacher	Yes	\$95,798.00	\$101,111.67		
1	1.7	Field Trips	Yes	\$20,000.00	\$20,177.63		
1	1.8	Science Curriculum	Yes	\$111,000.00	\$111,000.00		
1	1.9	Salary Increase	Yes	\$110,000.00	\$110,000.00		
1	1.15	Library Books and Materials	Yes	\$15,000.00	\$14,813.10		
1	1.16	MTSS Coach	Yes	\$75,512.00	\$10,500.00		
2	2.1	Awards and Incentives	Yes	\$5,000.00	\$1,876.70		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Psychologist	Yes	\$21,240.00	\$22,240.00		
2	2.3	Social Worker	Yes	\$6,312.00	\$11,286.71		
2	2.4	LVN	Yes	\$40,716.00	\$14,179.25		
2	2.5	RN	Yes	\$9,798.00	\$9,832.00		
3	3.1	Parent Events	Yes	\$5,000.00	\$1,085.08		
3	3.2	Student Information/Parent Communication	Yes	\$9,500.00	\$9,098.23		
3	3.3	School Marquee	Yes	\$60,000.00	\$39,436.22		
4	4.1	Facilities	Yes	\$250,000.00	\$250,000		
4	4.2	Equipment	Yes	\$5,000.00	\$1,730.93		
4	4.3	School Garden	Yes	\$10,000.00	\$3,534.25		
4	4.4	Custodial Staff	Yes	0	\$12,237		
5	5.1	Staffing/Class Size	Yes	\$366,284.00	\$371,030.00		
5	5.2	Additional Staffing	Yes	0	\$258,238		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,485,939	\$2,006,090	0	44.72%	\$1,784,945.89	0.00%	39.79%	\$221,144.11	4.93%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

5. Open Public Hearing on the 2022 - 2023 Budget Adoption

5.1 Open for Public Questions and Comments



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

2022-2023
Budget Adoption

Board Meeting June 7th, 2022

Board of Trustees -

Board President–Greg Rice
Board Clerk –Fernando Cunha
Board Trustee –Iva Sousa
Board Trustee–John Cardoza
Board Trustee–Shelley Heeger

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, 2022 Budget Adoption

Insert "X" in applicable boxes:

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

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

Budget available for inspection at:

Place: Business Office,
370 N Evans Rd,
Tipton, CA

Date: June 02, 2022

Adoption Date: June 14, 2022

Signed: _____

Clerk/Secretary of
the Governing
Board

(Original signature
required)

Public Hearing:

Place: District Board Room, 370 N
Evans Rd, Tipton, CA

Date: June 07, 2022

Time: 07:00 PM

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	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	

4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?		X

S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-Insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 14, 2022	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	

A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	
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ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of
Schools:

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

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

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

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

Signed _____

Date of Meeting: _____

Clerk/Secretary of the Governing Board

(Original signature required)

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:	
		2021-22 Estimated Actuals	2022-23 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
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
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

**SUMMARY ALL
SACS FUND RESOURCES**



**Budget Adoption
2022-2023**



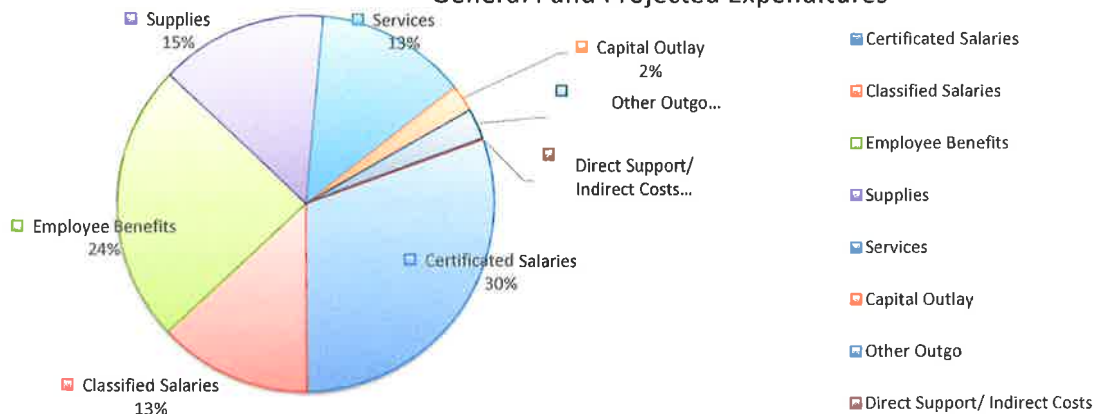
Tipton Elementary School District
2022-2023 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

GENERAL FUND

FUND 010

	Unrestricted	Restricted	Combined
Beginning Balance	\$3,995,528.48	\$923,605.46	\$4,919,133.94
<i>Revenues</i>			
LCFF	\$6,895,268.00	\$0.00	\$6,895,268.00
Federal Revenue	\$0.00	\$1,537,926.94	\$1,537,926.94
State Revenue	\$99,599.00	\$914,413.00	\$1,014,012.00
Local/Other Revenue	\$66,000.00	\$97,117.00	\$163,117.00
Total Revenue	\$7,060,867.00	\$2,549,456.94	\$9,610,323.94
<i>Expenditures</i>			
Certificated Salaries	\$2,625,713.00	\$395,598.00	\$3,021,311.00
Classified Salaries	\$716,578.00	\$507,899.00	\$1,224,477.00
Employee Benefits	\$1,675,987.00	\$718,393.00	\$2,394,380.00
Supplies	\$398,779.00	\$434,696.04	\$833,475.04
Services	\$626,306.00	\$270,987.00	\$897,293.00
Capital Outlay	\$38,000.00	\$380,450.00	\$418,450.00
Other Outgo	\$23,400.00	\$177,464.00	\$200,864.00
Direct Support/ Indirect Costs	(\$42,067.90)	\$17,649.90	(\$24,418.00)
Total Expenditures	\$6,062,695.10	\$2,903,136.94	\$8,965,832.04
<i>Other Financing Sources/ Uses</i>			
Other sources In	\$0.00		\$0.00
Interfund Transfer Out	\$0.00		\$0.00
Contributions	(\$811,109.00)	\$811,109.00	\$0.00
Total, Other Financing Sources/Uses	(\$811,109.00)	\$811,109.00	\$0.00
Net Increase/Decrease	\$187,062.90	\$457,429.00	
Ending fund Balance	\$4,182,591.39	\$1,381,034.46	\$5,563,625.85

General Fund Projected Expenditures





Tipton Elementary School District
2022-2023 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

Student Activity Special Revenue

FUND 08

Beginning Balance **\$43,083.96**

Revenues

Revenue	\$0.00
Federal Revenue	\$0.00
State Revenue	\$0.00
Local Revenue	\$0.00

Total Revenue **\$0.00**

Expenditures

Certificated Salaries	\$0.00
Classified Salaries	\$0.00
Employee Benefits	\$0.00
Supplies	\$0.00
Services	\$0.00
Capital Outlay	\$0.00
Other Outgo	\$0.00
Direct Support/ Indirect (\$0.00

Total Expenditures **\$0.00**

Other Financing Sources/ Uses

Other sources In	\$0.00
Interfund Transfer Out	\$0.00
Contributions	\$0.00

Total, Other Financing Sources/Uses **\$0.00**

Net Increase/Decrease **\$0.00**

Ending fund Balance **\$43,083.96**



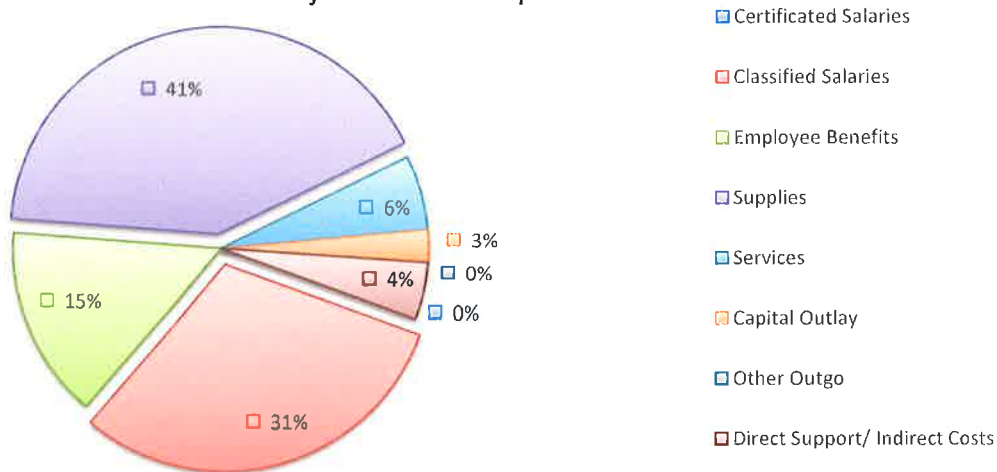
Tipton Elementary School District
2022-2023 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

CAFETERIA FUND

FUND 130

Beginning Balance		\$478,385.80
 <i>Revenues</i>		
Revenue	\$0.00	
Federal Revenue	\$490,000.00	
State Revenue	\$25,000.00	
Local Revenue	\$7,500.00	
Total Revenue	\$522,500.00	
 <i>Expenditures</i>		
Certificated Salaries	\$0.00	
Classified Salaries	\$168,244.00	
Employee Benefits	\$82,397.00	
Supplies	\$228,200.00	
Services	\$32,000.00	
Capital Outlay	\$14,000.00	
Other Outgo	\$0.00	
Direct Support/ Indirect Costs	\$24,418.00	
Total Expenditures	\$549,259.00	
 <i>Other Financing Sources/ Uses</i>		
Other sources In	\$0.00	
Interfund Transfer Out	\$0.00	
Contributions	\$0.00	
Total, Other Financing Sources/Uses	\$0.00	
 Net Increase/Decrease		(\$26,759.00)
Ending fund Balance		\$451,626.80

Cafeteria Projected Fund Expenditures





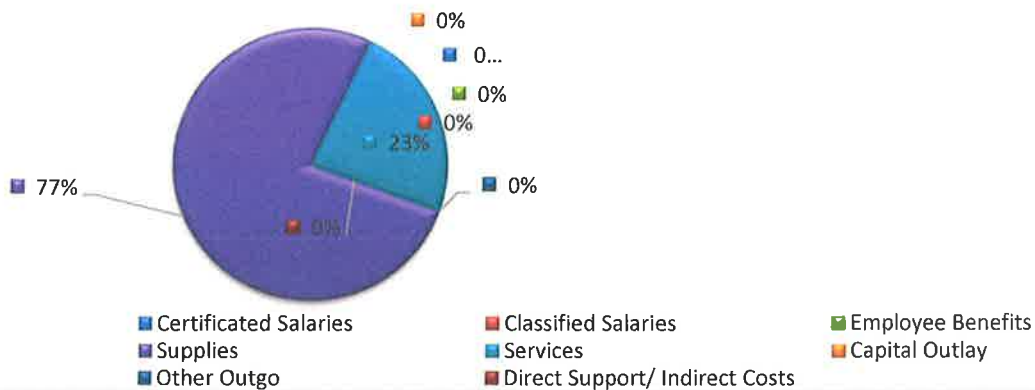
Tipton Elementary School District
2022-2023 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

DEFERRED MAINTENANCE

FUND 140

Beginning Balance		\$45,113.07
<i>Revenues</i>		
Revenue Source LCFF	\$10,000.00	
Federal Revenue	\$0.00	
State Revenue	\$0.00	
Local Revenue	\$0.00	
Total Revenue	\$10,000.00	
<i>Expenditures</i>		
Certificated Salaries	\$0.00	
Classified Salaries	\$0.00	
Employee Benefits	\$0.00	
Supplies	\$8,500.00	
Services	\$2,600.00	
Capital Outlay	\$0.00	
Other Outgo	\$0.00	
Direct Support/ Indirect Costs	\$0.00	
Total Expenditures	\$11,100.00	
<i>Other Financing Sources/ Uses</i>		
Other sources In	\$0.00	
Interfund Transfer Out	\$0.00	
Contributions	\$0.00	
Total, Other Financing Sources/Uses	\$0.00	
Net Increase/Decrease		(\$1,100.00)
Ending fund Balance		\$44,013.07

Deferred Maintenance Projected Fund Expenditures





Tipton Elementary School District
2022-2023 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

FUND 211

Non-Treasury COP/Trustee Building Fund

Beginning Balance		\$600.56
<i>Revenues</i>		
Revenue Limit	\$0.00	
Federal Revenue	\$0.00	
State Revenue	\$0.00	
Local Revenue/INTEREST	\$0.00	
Total Revenue		\$0.00
<i>Expenditures</i>		
Certificated Salaries	\$0.00	
Classified Salaries	\$0.00	
Employee Benefits	\$0.00	
Supplies	\$0.00	
Services	\$0.00	
Capital Outlay	\$0.00	
Other Outgo	\$0.00	
Direct Support/ Indirect Costs	\$0.00	
Total Expenditures		\$0.00
<i>Other Financing Sources/ Uses</i>		
Other sources In	\$0.00	
Interfund Transfer Out	\$0.00	
Contributions	\$0.00	
Total, Other Financing Sources/Uses		\$0.00
Net Increase/Decrease		\$0.00
Ending fund Balance		\$600.56



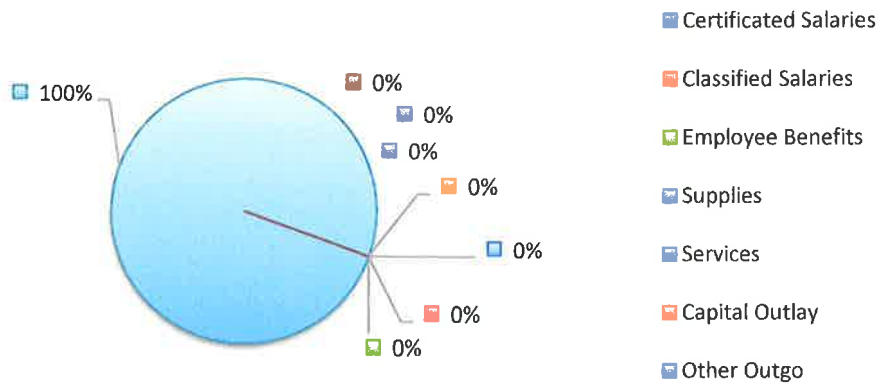
Tipton Elementary School District
2022-2023 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

Developer Fees

FUND 251

Beginning Balance		\$50,306.17
<i>Revenues</i>		
Revenue Limit	\$0.00	
Federal Revenue	\$0.00	
State Revenue	\$0.00	
Local Revenue	\$5,000.00	
Total Revenue	\$5,000.00	\$5,000.00
<i>Expenditures</i>		
Certificated Salaries	\$0.00	
Classified Salaries	\$0.00	
Employee Benefits	\$0.00	
Supplies	\$0.00	
Services	\$5,000.00	
Capital Outlay	\$0.00	
Other Outgo	\$0.00	
Direct Support/ Indirect Costs	\$0.00	
Total Expenditures	\$5,000.00	\$5,000.00
<i>Other Financing Sources/ Uses</i>		
Other sources In	\$0.00	
Interfund Transfer Out	\$0.00	
Contributions	\$0.00	
Total, Other Financing Sources/Uses	\$0.00	\$0.00
Net Increase/Decrease		\$0.00
Ending fund Balance		\$50,306.17

Developer Fee Expenditures





Tipton Elementary School District
2022-2023 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

FUND 35

County School Facilities-Modernization Fund

Beginning Balance		\$143,604.17
<i>Revenues</i>		
Revenue Limit	\$0.00	
Federal Revenue	\$0.00	
State Revenue	\$0.00	
Local Revenue	\$1,650.00	
Total Revenue		\$1,650.00
<i>Expenditures</i>		
Certificated Salaries	\$0.00	
Classified Salaries	\$0.00	
Employee Benefits	\$0.00	
Supplies	\$0.00	
Services	\$500.00	
Capital Outlay	\$112,901.00	
Other Outgo	\$0.00	
Direct Support/ Indirect Costs	\$0.00	
Total Expenditures		\$113,401.00
<i>Other Financing Sources/ Uses</i>		
Other sources In	\$0.00	
Interfund Transfer Out	\$0.00	
Contributions	\$0.00	
Total, Other Financing Sources/Uses		\$0.00
Net Increase/Decrease		(\$111,751.00)
Ending fund Balance		\$31,853.17

7/2020 - Received State Modernization Funds for the Architect process, to begin our modernization projects

Tipton Elementary School District
2022-2023 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

FUND 510



Bond Interest and Redemption Fund

Beginning Balance		\$418,759.81
<i>Revenues</i>		
Revenue Limit	\$0.00	
Federal Revenue	\$0.00	
State Revenue	\$0.00	
Local Revenue	\$152,981.00	
Total Revenue		\$152,981.00
<i>Expenditures</i>		
Certificated Salaries	\$0.00	
Classified Salaries	\$0.00	
Employee Benefits	\$0.00	
Supplies	\$0.00	
Services	\$0.00	
Capital Outlay	\$0.00	
Other Outgo	\$149,981.00	
Direct Support/ Indirect Costs	\$0.00	
Total Expenditures		\$149,981.00
<i>Other Financing Sources/ Uses</i>		
Other sources In	\$0.00	
Interfund Transfer Out	\$0.00	
Contributions	\$0.00	
Total, Other Financing Sources/Uses		\$0.00
Net Increase/Decrease		\$3,000.00
Ending fund Balance		\$421,759.81

The activity for this Fund is handled at the Tulare Treasures' Office.



Tipton Elementary School District
2022-2023

Budget Adoption
June 7th, 2022

MYP
(Multi Year Projections)

Unrestricted/Restricted
Restricted
Unrestricted

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	6,895,268.00	2.45%	7,064,347.00	1.05%	7,138,674.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	
3. Other State Revenues	8300-8599	99,599.00	-0.37%	99,235.00	-0.65%	98,590.00
4. Other Local Revenues	8600-8799	66,000.00	0.00%	66,000.00	0.00%	66,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(811,109.00)	6.94%	(867,418.00)	1.79%	(882,931.00)
6. Total (Sum lines A1 thru A5c)		6,249,758.00	1.80%	6,362,164.00	0.91%	6,420,333.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,625,713.00		2,883,587.00
b. Step & Column Adjustment				52,514.00		53,565.00
c. Cost-of-Living Adjustment				0.00		
d. Other Adjustments				205,360.00		113,642.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,625,713.00	9.82%	2,883,587.00	5.80%	3,050,794.00
2. Classified Salaries						
a. Base Salaries				716,578.00		730,910.00
b. Step & Column Adjustment				14,332.00		14,618.00
c. Cost-of-Living Adjustment				0.00		
d. Other Adjustments						33,799.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	716,578.00	2.00%	730,910.00	6.62%	779,327.00
3. Employee Benefits	3000-3999	1,675,987.00	7.68%	1,804,661.00	5.54%	1,904,649.00
4. Books and Supplies	4000-4999	398,779.00	3.14%	411,301.00	1.97%	419,403.00
5. Services and Other Operating Expenditures	5000-5999	626,306.00	3.14%	645,972.00	1.97%	658,698.00
6. Capital Outlay	6000-6999	38,000.00	0.00%	38,000.00	0.00%	38,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	23,400.00	0.00%	23,400.00	0.00%	23,400.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(42,067.90)	0.00%	(42,068.00)	-0.58%	(41,826.00)
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)		6,062,695.10	7.14%	6,495,763.00	5.18%	6,832,445.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		187,062.90		(133,599.00)		(412,112.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,995,528.48		4,182,591.38		4,048,992.38
2. Ending Fund Balance (Sum lines C and D1)		4,182,591.38		4,048,992.38		3,636,880.38
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	2,500.00		2,500.00		2,500.00
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	358,633.28		368,786.12		345,394.28
2. Unassigned/Unappropriated	9790	3,821,458.10		3,677,706.26		3,288,986.10
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,182,591.38		4,048,992.38		3,636,880.38
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	358,633.28		368,786.12		345,394.28
c. Unassigned/Unappropriated	9790	3,821,458.10		3,677,706.26		3,288,986.10
(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					0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		4,180,091.38		4,046,492.38		3,634,380.38
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
<p>In 23-24 and 24-25, district added an adjustment certificated salaries for the 22-23 COLA that was funded out of one time COVID funds. In 24-25, district added an adjustment for certificated and classified staff that were previously funded out of one time COVID funds.</p>						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	1,537,926.94	-15.37%	1,301,578.00	-71.23%	374,528.00
3. Other State Revenues	8300-8599	914,413.00	-0.04%	914,023.00	-0.04%	913,633.00
4. Other Local Revenues	8600-8799	97,117.00	0.00%	97,117.00	0.00%	97,117.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	
c. Contributions	8980-8999	811,109.00	6.94%	867,418.00	1.79%	882,931.00
6. Total (Sum lines A1 thru A5c)		3,360,565.94	-5.37%	3,180,136.00	-28.68%	2,268,209.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				395,598.00		194,054.00
b. Step & Column Adjustment				7,912.00		8,070.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(209,456.00)		(113,724.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	395,598.00	-50.95%	194,054.00	-54.45%	88,400.00
2. Classified Salaries						
a. Base Salaries				507,899.00		518,057.00
b. Step & Column Adjustment				10,158.00		10,361.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						(33,799.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	507,899.00	2.00%	518,057.00	-4.52%	494,619.00
3. Employee Benefits	3000-3999	718,393.00	-10.50%	642,965.00	-8.46%	588,541.00
4. Books and Supplies	4000-4999	434,696.04	-20.78%	344,358.00	-43.59%	194,243.00
5. Services and Other Operating Expenditures	5000-5999	270,987.00	1.70%	275,592.00	-12.28%	241,737.00
6. Capital Outlay	6000-6999	380,450.00	45.55%	553,750.00	-100.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	177,464.00	0.00%	177,464.00	0.00%	177,464.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	17,649.90	0.00%	17,650.00	-1.37%	17,408.00
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)		2,903,136.94	-6.17%	2,723,890.00	-33.83%	1,802,412.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		457,429.00		456,246.00		465,797.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		923,605.46		1,381,034.46		1,837,280.46
2. Ending Fund Balance (Sum lines C and D1)		1,381,034.46		1,837,280.46		2,303,077.46
3. Components of Ending Fund Balance						
a.	Nonspendable 9710-9719	0.00				
b.	Restricted 9740	1,381,034.46		1,837,280.46		2,303,077.46
c.	Committed					
1.	Stabilization Arrangements 9750	0.00				
2.	Other Commitments 9760	0.00				
d.	Assigned 9780	0.00				
e.	Unassigned/Unappropriated					
1.	Reserve for Economic Uncertainties 9789	0.00				
2.	Unassigned/Unappropriated 9790	0.00		0.00		0.00
f.	Total Components of Ending Fund Balance (Line D3f must agree with line D2)	1,381,034.46		1,837,280.46		2,303,077.46
E. AVAILABLE RESERVES						
1. General Fund						
a.	Stabilization Arrangements 9750	0.00				
b.	Reserve for Economic Uncertainties 9789	0.00				
c.	Unassigned/Unappropriated 9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a.	Stabilization Arrangements 9750					
b.	Reserve for Economic Uncertainties 9789					
c.	Unassigned/Unappropriated 9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
In 23-24 And 24-25, District reduced Certificated Salaries For The 22-23 COLA That Was Funded Out Of One Time COVID Funds. In 24-25, District reduced Certificated And Classified Staff That Were Previously Funded Out Of One Time COVID Funds.						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	6,895,268.00	2.45%	7,064,347.00	1.05%	7,138,674.00
2. Federal Revenues	8100-8299	1,537,926.94	-15.37%	1,301,578.00	-71.23%	374,528.00
3. Other State Revenues	8300-8599	1,014,012.00	-0.07%	1,013,258.00	-0.10%	1,012,223.00
4. Other Local Revenues	8600-8799	163,117.00	0.00%	163,117.00	0.00%	163,117.00
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)		9,610,323.94	-0.71%	9,542,300.00	-8.95%	8,688,542.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,021,311.00		3,077,641.00
b. Step & Column Adjustment				60,426.00		61,635.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(4,096.00)		(82.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,021,311.00	1.86%	3,077,641.00	2.00%	3,139,194.00
2. Classified Salaries						
a. Base Salaries				1,224,477.00		1,248,967.00
b. Step & Column Adjustment				24,490.00		24,979.00
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	1,224,477.00	2.00%	1,248,967.00	2.00%	1,273,946.00
3. Employee Benefits	3000-3999	2,394,380.00	2.22%	2,447,626.00	1.86%	2,493,190.00
4. Books and Supplies	4000-4999	833,475.04	-9.34%	755,659.00	-18.79%	613,646.00
5. Services and Other Operating Expenditures	5000-5999	897,293.00	2.70%	921,564.00	-2.29%	900,435.00
6. Capital Outlay	6000-6999	418,450.00	41.41%	591,750.00	-93.58%	38,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	200,864.00	0.00%	200,864.00	0.00%	200,864.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(24,418.00)	0.00%	(24,418.00)	0.00%	(24,418.00)
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)		8,965,832.04	2.83%	9,219,653.00	-6.34%	8,634,857.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Line A6 minus line B11)		644,491.90		322,647.00		53,685.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,919,133.94		5,563,625.84		5,886,272.84
2. Ending Fund Balance (Sum lines C and D1)		5,563,625.84		5,886,272.84		5,939,957.84
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	2,500.00		2,500.00		2,500.00
b. Restricted	9740	1,381,034.46		1,837,280.46		2,303,077.46
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	358,633.28		368,786.12		345,394.28
2. Unassigned/Unappropriated	9790	3,821,458.10		3,677,706.26		3,288,986.10
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,563,625.84		5,886,272.84		5,939,957.84
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	358,633.28		368,786.12		345,394.28
c. Unassigned/Unappropriated	9790	3,821,458.10		3,677,706.26		3,288,986.10
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		4,180,091.38		4,046,492.38		3,634,380.38
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		46.62%		43.89%		42.09%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
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):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		484.00		478.00		472.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		8,965,832.04		9,219,653.00		8,634,857.00
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)		8,965,832.04		9,219,653.00		8,634,857.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4.00%		4.00%		4.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		358,633.28		368,786.12		345,394.28
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		75,000.00		75,000.00		75,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		358,633.28		368,786.12		345,394.28
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES



2022-2023 Budget Adoption

June 7th, 2022

ADA

(Average Daily Attendance)



Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (Includes Necessary Small School ADA)	492.48	492.48	521.39	484.00	484.00	511.75
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00					
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	492.48	492.48	521.39	484.00	484.00	511.75
5. District Funded County Program ADA						
a. County Community Schools	1.74	1.74	1.74	1.74	1.74	1.74
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	1.74	1.74	1.74	1.74	1.74	1.74

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	494.22	494.22	523.13	485.74	485.74	513.49
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

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

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

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



TIPTON ELEMENTARY SCHOOL DISTRICT

GENERAL FUND

Budget Adoption

As of June 7th, 2022

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	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	6,619,819.00	0.00	6,619,819.00	6,895,268.00	0.00	6,895,268.00	4.2%
2) Federal Revenue		8100-8299	0.00	1,549,325.67	1,549,325.67	0.00	1,537,926.94	1,537,926.94	-0.7%
3) Other State Revenue		8300-8599	104,052.00	1,368,729.84	1,472,781.84	99,599.00	914,413.00	1,014,012.00	-31.1%
4) Other Local Revenue		8600-8799	66,000.00	104,893.87	170,893.87	66,000.00	97,117.00	163,117.00	-4.6%
5) TOTAL, REVENUES			6,789,871.00	3,022,949.38	9,812,820.38	7,060,867.00	2,549,456.94	9,610,323.94	-2.1%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	2,592,263.00	455,926.00	3,048,189.00	2,625,713.00	395,598.00	3,021,311.00	-0.9%
2) Classified Salaries		2000-2999	673,831.40	484,519.52	1,158,350.92	716,578.00	507,899.00	1,224,477.00	5.7%
3) Employee Benefits		3000-3999	1,577,753.00	689,283.65	2,267,036.65	1,675,987.00	718,393.00	2,394,380.00	5.6%
4) Books and Supplies		4000-4999	402,090.51	743,121.72	1,145,212.23	398,779.00	434,696.04	833,475.04	-27.2%
5) Services and Other Operating Expenditures		5000-5999	780,734.10	578,022.94	1,358,757.04	626,306.00	270,987.00	897,293.00	-34.0%
6) Capital Outlay		6000-6999	68,000.00	228,269.92	296,269.92	38,000.00	380,450.00	418,450.00	41.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	12,440.00	177,517.02	189,957.02	23,400.00	177,464.00	200,864.00	5.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(43,841.07)	28,807.30	(15,033.77)	(42,067.90)	17,649.90	(24,418.00)	62.4%
9) TOTAL, EXPENDITURES			6,063,270.94	3,385,468.07	9,448,739.01	6,062,695.10	2,903,136.94	8,965,832.04	-5.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			726,600.06	(362,518.69)	364,081.37	998,171.90	(353,660.00)	644,491.90	77.0%
D. OTHER FINANCING SOURCES/USES									
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	(760,056.76)	760,056.76	0.00	(811,109.00)	811,109.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(760,056.76)	760,056.76	0.00	(811,109.00)	811,109.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(33,456.70)	397,538.07	364,081.37	187,062.90	457,429.00	644,491.90	77.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,028,985.18	526,067.39	4,555,052.57	3,995,528.48	923,605.46	4,919,133.94	8.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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)			4,028,985.18	526,067.39	4,555,052.57	3,995,528.48	923,605.46	4,919,133.94	8.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,028,985.18	526,067.39	4,555,052.57	3,995,528.48	923,605.46	4,919,133.94	8.0%
2) Ending Balance, June 30 (E + F1e)			3,995,528.48	923,605.46	4,919,133.94	4,182,591.38	1,381,034.46	5,563,625.84	13.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	2,500.00	0.00	2,500.00	New
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	923,605.46	923,605.46	0.00	1,381,034.46	1,381,034.46	49.5%
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	New
Unassigned/Unappropriated Amount		9790	3,995,528.48	0.00	3,995,528.48	3,995,528.48	0.00	3,821,458.10	-4.4%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	4,505,567.00	0.00	4,505,567.00	4,804,809.00	0.00	4,804,809.00	6.6%
Education Protection Account State Aid - Current Year		8012	1,291,610.00	0.00	1,291,610.00	1,267,817.00	0.00	1,267,817.00	-1.8%
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	832,642.00	0.00	832,642.00	832,642.00	0.00	832,642.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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)		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Royalties and Bonuses		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment									
Subtotal, LCFF Sources			6,629,819.00	0.00	6,629,819.00	6,905,268.00	0.00	6,905,268.00	4.2%
LCFF Transfers									
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%
TOTAL, LCFF SOURCES			6,619,819.00	0.00	6,619,819.00	6,895,268.00	0.00	6,895,268.00	4.2%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	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		395,378.61	395,378.61		315,464.29	315,464.29	-20.2%
Title I, Part D, Local Delinquent Programs	3025	8290		59,902.90	59,902.90		33,237.00	33,237.00	-44.5%
Title II, Part A, Supporting Effective Instruction	4035	8290		2,426.95	2,426.95		0.00	0.00	-100.0%
Title III, Part A, Immigrant Student Program	4201	8290		40,833.00	40,833.00		40,833.00	40,833.00	0.0%
Title III, Part A, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F	
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)		
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		27,051.00	27,051.00			20,660.00	20,660.00	-23.6%
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	1,023,733.21	1,023,733.21	0.00	1,127,732.65	1,127,732.65	1,127,732.65	10.2%
TOTAL, FEDERAL REVENUE			0.00	1,549,325.67	1,549,325.67	0.00	1,537,926.94	1,537,926.94	1,537,926.94	-0.7%
OTHER STATE REVENUE										
Other State Apportionments										
ROC/P Entitlement										
Prior Years	6360	8319		0.00	0.00			0.00	0.00	0.0%
Special Education Master Plan										
Current Year	6500	8311		0.00	0.00			0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00			0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs										
Mandated Costs Reimbursements										
Lottery - Unrestricted and Instructional Materials			17,096.00	0.00	17,096.00	17,207.00	0.00	0.00	17,207.00	0.6%
Tax Relief Subventions			83,456.00	33,280.00	116,736.00	78,892.00	31,460.00	110,352.00	110,352.00	-5.5%
Restricted Levies - Other										
Homeowners' Exemptions			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from										
State Sources			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		203,482.84	203,482.84		203,483.00	203,483.00	203,483.00	0.0%
Charter School Facility Grant	6030	8590		0.00	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	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	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	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.00	0.0%
Implementation All Other State Revenue	7405 All Other	8590 8590	3,500.00	1,131,967.00	1,135,467.00	3,500.00	679,470.00	682,970.00	682,970.00	-39.9%

Description	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER STATE REVENUE	104,052.00	1,368,729.84	1,472,781.84	99,599.00	914,413.00	1,014,012.00	-31.1%
OTHER LOCAL REVENUE							
Other Local Revenue							
County and District Taxes							
Other Restricted Levies							
Secured Roll	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes							
Parcel Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction	0.00	227.00	227.00	0.00	0.00	0.00	-100.0%
Penalties and Interest from Delinquent Non- LCFF Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales							
Sale of Equipment/Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest	45,000.00	0.00	45,000.00	45,000.00	0.00	45,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts							
Adult Education Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts	0.00	11,500.00	11,500.00	0.00	13,950.00	13,950.00	21.3%
Other Local Revenue							
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Local Revenue		8689	21,000.00	93,166.87	114,166.87	21,000.00	83,167.00	104,167.00	-8.8%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			66,000.00	104,893.87	170,893.87	66,000.00	97,117.00	163,117.00	-4.6%
TOTAL, REVENUES			6,789,871.00	3,022,949.38	9,812,820.38	7,060,867.00	2,549,456.94	9,610,323.94	-2.1%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	2,334,839.00	427,756.00	2,762,595.00	2,316,292.00	367,573.00	2,683,865.00	-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	257,424.00	5,387.00	262,811.00	267,383.00	0.00	267,383.00	1.7%
Other Certificated Salaries		1900	0.00	22,783.00	22,783.00	42,038.00	28,025.00	70,063.00	207.5%
TOTAL, CERTIFICATED SALARIES			2,592,263.00	455,926.00	3,048,189.00	2,625,713.00	395,598.00	3,021,311.00	-0.9%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	129,069.00	294,092.52	423,161.52	142,330.00	299,215.00	441,545.00	4.3%
Classified Support Salaries		2200	305,618.40	121,818.00	427,436.40	327,628.00	139,636.00	467,264.00	9.3%
Classified Supervisors' and Administrators' Salaries		2300	122,723.00	21,066.00	143,789.00	130,460.00	21,126.00	151,586.00	5.4%
Clerical, Technical and Office Salaries		2400	116,421.00	1,675.00	118,096.00	116,160.00	0.00	116,160.00	-1.6%
Other Classified Salaries		2900	0.00	45,868.00	45,868.00	0.00	47,922.00	47,922.00	4.5%
TOTAL, CLASSIFIED SALARIES			673,831.40	484,519.52	1,158,350.92	716,578.00	507,899.00	1,224,477.00	5.7%
EMPLOYEE BENEFITS									

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
STRS		3101-3102	438,609.00	333,458.31	772,067.31	501,611.00	353,831.00	855,442.00	10.8%
PERS		3201-3202	153,001.00	94,841.72	247,842.72	176,274.00	110,041.00	286,315.00	15.5%
OASDI/Medicare/Alternative		3301-3302	88,768.00	43,475.63	132,243.63	98,529.00	44,592.00	143,121.00	8.2%
Health and Welfare Benefits		3401-3402	756,660.00	176,612.00	933,272.00	755,963.00	171,478.00	927,441.00	-0.6%
Unemployment Insurance		3501-3502	16,330.00	5,785.64	22,115.64	17,099.00	4,522.00	21,621.00	-2.2%
Workers' Compensation		3601-3602	102,585.00	29,138.30	131,723.30	104,559.00	28,378.00	132,937.00	0.9%
OPEB, Allocated		3701-3702	10,241.00	2,975.05	13,216.05	10,414.00	2,830.00	13,244.00	0.2%
OPEB, Active Employees		3751-3752	11,559.00	2,997.00	14,556.00	11,538.00	2,721.00	14,259.00	-2.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,577,753.00	689,283.65	2,267,036.65	1,675,987.00	718,393.00	2,394,380.00	5.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	111,000.00	14,354.49	125,354.49	0.00	14,354.00	14,354.00	-88.5%
Books and Other Reference Materials		4200	0.00	40,400.00	40,400.00	12,500.00	10,400.00	22,900.00	-43.3%
Materials and Supplies		4300	239,753.91	574,660.85	814,414.76	334,942.00	206,906.87	541,848.87	-33.5%
Noncapitalized Equipment		4400	49,836.60	113,706.38	163,542.98	49,837.00	203,035.17	252,872.17	54.6%
Food		4700	1,500.00	0.00	1,500.00	1,500.00	0.00	1,500.00	0.0%
TOTAL, BOOKS AND SUPPLIES			402,090.51	743,121.72	1,145,212.23	398,779.00	434,696.04	833,475.04	-27.2%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	7,200.00	14,830.00	22,030.00	7,200.00	9,280.00	16,480.00	-25.2%
Dues and Memberships		5300	13,138.00	0.00	13,138.00	13,138.00	0.00	13,138.00	0.0%
Insurance		5400 - 5450	49,453.40	0.00	49,453.40	49,453.00	0.00	49,453.00	0.0%
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	75,708.00	92,000.00	167,708.00	75,708.00	2,000.00	77,708.00	-53.7%
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	565,234.70	402,276.94	967,511.64	410,807.00	195,791.00	606,598.00	-37.3%
Communications		5900	25,000.00	5,000.00	30,000.00	25,000.00	0.00	25,000.00	-16.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			780,734.10	578,022.94	1,358,757.04	626,306.00	270,987.00	897,293.00	-34.0%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	100,000.00	100,000.00	New
Land Improvements		6170	0.00	10,000.00	10,000.00	0.00	10,000.00	10,000.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Buildings and Improvements of Buildings		6200	0.00	161,350.00	161,350.00	0.00	270,000.00	270,000.00	67.3%
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	88,000.00	19,250.00	87,250.00	38,000.00	0.00	38,000.00	-56.4%
Equipment Replacement		6500	0.00	37,669.92	37,669.92	0.00	450.00	450.00	-98.8%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			88,000.00	228,269.92	296,269.92	38,000.00	380,450.00	418,450.00	41.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	12,440.00	0.00	12,440.00	23,400.00	0.00	23,400.00	88.1%
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	57,751.02	57,751.02	0.00	53,829.00	53,829.00	-6.8%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Debt Service - Principal		7439	0.00	119,766.00	119,766.00	0.00	123,635.00	123,635.00	3.2%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			12,440.00	177,517.02	189,957.02		23,400.00	177,464.00	200,864.00
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(28,807.30)	28,807.30	0.00		(17,649.90)	17,649.90	0.00
Transfers of Indirect Costs - Interfund		7350	(15,033.77)	0.00	(15,033.77)		(24,418.00)	0.00	(24,418.00)
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(43,841.07)	28,807.30	(15,033.77)		(42,067.90)	17,649.90	(24,418.00)
TOTAL, EXPENDITURES			6,063,270.94	3,385,468.07	9,448,739.01		6,062,695.10	2,903,136.94	8,965,832.04
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00		0.00	0.00	0.00
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00		0.00	0.00	0.00
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00		0.00	0.00	0.00
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00		0.00	0.00	0.00
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00		0.00	0.00	0.00
To: Special Reserve Fund		7612	0.00	0.00	0.00		0.00	0.00	0.00
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00		0.00	0.00	0.00
To: Cafeteria Fund		7616	0.00	0.00	0.00		0.00	0.00	0.00
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00		0.00	0.00	0.00
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00		0.00	0.00	0.00
OTHER SOURCES/USES									
SOURCES									
State Appropriations									
Emergency Appropriations		8931	0.00	0.00	0.00		0.00	0.00	0.00
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00		0.00	0.00	0.00
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00		0.00	0.00	0.00
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00		0.00	0.00	0.00
Proceeds from Leases		8972	0.00	0.00	0.00		0.00	0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(760,056.76)	760,056.76	0.00	(811,109.00)	811,109.00	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			(760,056.76)	760,056.76	0.00	(811,109.00)	811,109.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + b + c - d + e)			(760,056.76)	760,056.76	0.00	(811,109.00)	811,109.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	6,619,819.00	0.00	6,619,819.00	6,895,268.00	0.00	6,895,268.00	4.2%
2) Federal Revenue		8100-8299	0.00	1,549,325.67	1,549,325.67	0.00	1,537,926.94	1,537,926.94	-0.7%
3) Other State Revenue		8300-8599	104,052.00	1,368,729.84	1,472,781.84	99,599.00	914,413.00	1,014,012.00	-31.1%
4) Other Local Revenue		8600-8799	66,000.00	104,893.87	170,893.87	66,000.00	97,117.00	163,117.00	-4.6%
5) TOTAL REVENUES			6,789,871.00	3,022,949.38	9,812,820.38	7,060,867.00	2,549,456.94	9,610,323.94	-2.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		4,058,575.11	2,117,194.20	6,175,769.31	3,826,149.00	1,514,251.04	5,340,400.04	-13.5%
2) Instruction - Related Services	2000-2999		684,803.90	82,499.29	747,303.19	711,390.00	60,636.00	772,026.00	3.3%
3) Pupil Services	3000-3999		311,599.00	54,006.00	365,595.00	380,298.00	90,447.00	470,745.00	28.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	63,930.00	42,288.00	106,218.00	New
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		620,278.93	43,081.30	663,360.23	631,874.10	32,202.90	664,077.00	0.1%
8) Plant Services	8000-8999		395,584.00	911,170.26	1,306,754.26	425,654.00	985,848.00	1,411,502.00	8.0%
9) Other Outgo	9000-9999	Except 7600-7699	12,440.00	177,517.02	189,957.02	23,400.00	177,464.00	200,864.00	5.7%
10) TOTAL EXPENDITURES			6,063,270.94	3,385,468.07	9,448,739.01	6,062,695.10	2,903,136.94	8,965,832.04	-5.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			726,600.06	(362,518.69)	364,081.37	998,171.90	(353,680.00)	644,491.90	77.0%
D. OTHER FINANCING SOURCES/USES									
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	(760,056.76)	760,056.76	0.00	(811,109.00)	811,109.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(760,056.76)	760,056.76	0.00	(811,109.00)	811,109.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(33,456.70)	397,538.07	364,081.37	187,062.90	457,429.00	644,491.90	77.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,028,985.18	526,067.39	4,555,052.57	3,995,528.48	923,605.46	4,919,133.94	8.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,028,985.18	526,067.39	4,555,052.57	3,995,528.48	923,605.46	4,919,133.94	8.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,028,985.18	526,067.39	4,555,052.57	3,995,528.48	923,605.46	4,919,133.94	8.0%
2) Ending Balance, June 30 (E + F1e)			3,995,528.48	923,605.46	4,919,133.94	4,182,591.38	1,381,034.46	5,563,625.84	13.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	2,500.00	0.00	2,500.00	New
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	923,605.46	923,605.46	0.00	1,381,034.46	1,381,034.46	49.5%
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%
Other Unassigned/Unappropriated									
e) Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	358,633.28	0.00	358,633.28	New
Unassigned/Unappropriated Amount		9790	3,995,528.48	0.00	3,995,528.48	3,821,458.10	0.00	3,821,458.10	-4.4%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
2600	Expanded Learning Opportunities Program	401,197.93	802,395.93
6230	California Clean Energy Jobs Act	10,153.20	10,153.20
6266	Educator Effectiveness, FY 2021-22	135,406.00	135,406.00
6300	Lottery: Instructional Materials	132,577.60	138,808.60
7311	Classified School Employee Professional Development Block Grant	4,219.11	4,219.11
9010	Other Restricted Local	240,051.62	290,051.62
Total, Restricted Balance		923,605.46	1,381,034.46



TIPTON ELEMENTARY SCHOOL DISTRICT

SPECIAL ACTIVITY SPECIAL REVENUE FUND

2022-2023 Budget Adoption
June 7th, 2022

Fund # 08

This fund is a new special revenue fund established to allow LEAs to account for governmental associated student body activities in accordance with the provisions of GASB Statement 84

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	43,083.96	43,083.96	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			43,083.96	43,083.96	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			43,083.96	43,083.96	0.0%
2) Ending Balance, June 30 (E + F1e)			43,083.96	43,083.96	0.0%
Components of Ending Fund Balance					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	43,083.96	43,083.96	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%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		

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

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%

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

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	43,083.96	43,083.96	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			43,083.96	43,083.96	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			43,083.96	43,083.96	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
2) Ending Balance, June 30 (E + F1e)			43,083.96	43,083.96	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	43,083.96	43,083.96	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
8210	Student Activity Funds	43,083.96	43,083.96
Total, Restricted Balance		43,083.96	43,083.96



TIPTON ELEMENTARY SCHOOL DISTRICT

CAFETERIA FUND

2022-2023 Budget Adoption

June 7th, 2022

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.

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	490,000.00	490,000.00	0.0%
3) Other State Revenue		8300-8599	25,000.00	25,000.00	0.0%
4) Other Local Revenue		8600-8799	12,434.40	7,500.00	-39.7%
5) TOTAL, REVENUES			527,434.40	522,500.00	-0.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	160,608.24	168,244.00	4.8%
3) Employee Benefits		3000-3999	75,578.00	82,397.00	9.0%
4) Books and Supplies		4000-4999	230,208.26	228,200.00	-0.9%
5) Services and Other Operating Expenditures		5000-5999	32,000.00	32,000.00	0.0%
6) Capital Outlay		6000-6999	14,000.00	14,000.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	15,033.77	24,418.00	62.4%
9) TOTAL, EXPENDITURES			527,428.27	549,259.00	4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6.13	(26,759.00)	-436,625.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6.13	(26,759.00)	-436,625.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	478,379.67	478,385.80	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			478,379.67	478,385.80	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			478,379.67	478,385.80	0.0%
2) Ending Balance, June 30 (E + F1e)			478,385.80	451,626.80	-5.6%
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	478,385.80	451,626.80	-5.6%
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%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	490,000.00	490,000.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			490,000.00	490,000.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	25,000.00	25,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			25,000.00	25,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	2,000.00	2,000.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	4,200.00	5,000.00	19.0%
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	6,234.40	500.00	-92.0%
TOTAL, OTHER LOCAL REVENUE			12,434.40	7,500.00	-39.7%
TOTAL, REVENUES			527,434.40	522,500.00	-0.9%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	113,490.24	118,832.00	4.7%
Classified Supervisors' and Administrators' Salaries		2300	47,118.00	49,412.00	4.9%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			160,608.24	168,244.00	4.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	33,195.00	38,462.00	15.9%
OASDI/Medicare/Alternative		3301-3302	12,270.00	12,671.00	4.9%
Health and Welfare Benefits		3401-3402	23,469.00	24,109.00	2.7%
Unemployment Insurance		3501-3502	802.00	841.00	4.9%
Workers' Compensation		3601-3602	5,037.00	5,284.00	4.9%
OPEB, Allocated		3701-3702	502.00	527.00	5.0%
OPEB, Active Employees		3751-3752	303.00	303.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			75,578.00	82,397.00	9.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	25,000.00	25,000.00	0.0%
Noncapitalized Equipment		4400	43,200.08	43,200.00	0.0%
Food		4700	162,008.18	160,000.00	-1.2%
TOTAL, BOOKS AND SUPPLIES			230,208.26	228,200.00	-0.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	200.00	200.00	0.0%
Dues and Memberships		5300	400.00	400.00	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	900.00	900.00	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%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			32,000.00	32,000.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	14,000.00	14,000.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			14,000.00	14,000.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	15,033.77	24,418.00	62.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			15,033.77	24,418.00	62.4%
TOTAL, EXPENDITURES			527,428.27	549,259.00	4.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

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

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	490,000.00	490,000.00	0.0%
3) Other State Revenue		8300-8599	25,000.00	25,000.00	0.0%
4) Other Local Revenue		8600-8799	12,434.40	7,500.00	-39.7%
5) TOTAL, REVENUES			527,434.40	522,500.00	-0.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		478,394.50	490,841.00	2.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		15,033.77	24,418.00	62.4%
8) Plant Services	8000-8999		34,000.00	34,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			527,428.27	549,259.00	4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			6.13	(26,759.00)	-436,625.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6.13	(26,759.00)	-436,625.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	478,379.67	478,385.80	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			478,379.67	478,385.80	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			478,379.67	478,385.80	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance			478,385.80	451,626.80	-5.6%
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	478,385.80	451,626.80	-5.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	429,182.80	402,423.80
7027	Child Nutrition: COVID State Supplemental Meal Reimbursement	49,203.00	49,203.00
Total, Restricted Balance		478,385.80	451,626.80



TIPTON ELEMENTARY SCHOOL DISTRICT

DEFERRED MAINTENANCE FUND

2022-2023 Budget Adoption

June 7th, 2022

Fund # 14

Deferred Maintenance is a separate fund from 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	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
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	500.00	0.00	-100.0%
5) TOTAL, REVENUES			10,500.00	10,000.00	-4.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	8,500.00	8,500.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,600.00	2,600.00	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			11,100.00	11,100.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(600.00)	(1,100.00)	83.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(600.00)	(1,100.00)	83.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	45,713.07	45,113.07	-1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			45,713.07	45,113.07	-1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			45,713.07	45,113.07	-1.3%
2) Ending Balance, June 30 (E + F1e)			45,113.07	44,013.07	-2.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	45,113.07	44,013.07	-2.4%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	10,000.00	10,000.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			10,000.00	10,000.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	500.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			500.00	0.00	-100.0%
TOTAL, REVENUES			10,500.00	10,000.00	-4.8%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	8,500.00	8,500.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			8,500.00	8,500.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,100.00	1,100.00	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	1,500.00	1,500.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,600.00	2,600.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			11,100.00	11,100.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	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	500.00	0.00	-100.0%
5) TOTAL, REVENUES			10,500.00	10,000.00	-4.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		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		11,100.00	11,100.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			11,100.00	11,100.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(600.00)	(1,100.00)	83.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(600.00)	(1,100.00)	83.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	45,713.07	45,113.07	-1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			45,713.07	45,113.07	-1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			45,713.07	45,113.07	-1.3%
2) Ending Balance, June 30 (E + F1e)			45,113.07	44,013.07	-2.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
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	45,113.07	44,013.07	-2.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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



TIPTON ELEMENTARY SCHOOL DISTRICT

BUILDING FUND

2022-2023 Budget Adoption

June 7th, 2022

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	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10.00	0.00	-100.0%
5) TOTAL, REVENUES			10.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			10.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			10.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	590.56	600.56	1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			590.56	600.56	1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			590.56	600.56	1.7%
2) Ending Balance, June 30 (E + F1e)			600.56	600.56	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	600.56	600.56	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%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9650	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
OTHER LOCAL REVENUE					
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	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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10.00	0.00	-100.0%
TOTAL, REVENUES			10.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from 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%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10.00	0.00	-100.0%
5) TOTAL, REVENUES			10.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Excepl 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			10.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			10.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	590.56	600.56	1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			590.56	600.56	1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			590.56	600.56	1.7%
2) Ending Balance, June 30 (E + F1e)			600.56	600.56	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	600.56	600.56	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
0010	Other Restricted Local	600.56	600.56
Total, Restricted Balance		600.56	600.56



TIPTON ELEMENTARY SCHOOL DISTRICT

CAPITAL FACILITIES FUND

2022-2023 Budget Adoption

June 7th, 2022

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	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	23,200.00	5,000.00	-78.4%
5) TOTAL, REVENUES			23,200.00	5,000.00	-78.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			18,200.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			18,200.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	32,106.17	50,306.17	56.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			32,106.17	50,306.17	56.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,106.17	50,306.17	56.7%
2) Ending Balance, June 30 (E + F1e)			50,306.17	50,306.17	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	50,306.17	50,306.17	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%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash In County Treasury		9111	0.00		
b) In Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	200.00	0.00	-100.0%
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	5,000.00	-78.3%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			23,200.00	5,000.00	-78.4%
TOTAL, REVENUES			23,200.00	5,000.00	-78.4%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
<u>Health and Welfare Benefits</u>		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,000.00	5,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,000.00	5,000.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Prncipal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			5,000.00	5,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

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

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	23,200.00	5,000.00	-78.4%
5) TOTAL, REVENUES			23,200.00	5,000.00	-78.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		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%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			18,200.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			18,200.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	32,106.17	50,306.17	56.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			32,106.17	50,306.17	56.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,106.17	50,306.17	56.7%
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	50,306.17	50,306.17	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
8010	Other Restricted Local	50,306.17	50,306.17
Total, Restricted Balance		50,306.17	50,306.17



TIPTON ELEMENTARY SCHOOL DISTRICT

COUNTY SCHOOL FACILITIES FUND

2022-2023 Budget Adoption

June 7th, 2022

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	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,655.00	1,650.00	-0.3%
5) TOTAL, REVENUES			1,655.00	1,650.00	-0.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	500.00	New
6) Capital Outlay		6000-6999	112,901.00	112,901.00	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			112,901.00	113,401.00	0.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(111,246.00)	(111,751.00)	0.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(111,246.00)	(111,751.00)	0.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	254,850.17	143,604.17	-43.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			254,850.17	143,604.17	-43.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			254,850.17	143,604.17	-43.7%
2) Ending Balance, June 30 (E + F1e)			143,604.17	31,853.17	-77.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	143,604.17	31,853.17	-77.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,655.00	1,650.00	-0.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,655.00	1,650.00	-0.3%
TOTAL, REVENUES			1,655.00	1,650.00	-0.3%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	500.00	New
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	500.00	New
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	112,901.00	112,901.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			112,901.00	112,901.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			112,901.00	113,401.00	0.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					

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

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,655.00	1,650.00	-0.3%
5) TOTAL, REVENUES			1,655.00	1,650.00	-0.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		112,901.00	113,401.00	0.4%
9) Other Outgo	9000-9999	Excepl 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			112,901.00	113,401.00	0.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(111,246.00)	(111,751.00)	0.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(111,246.00)	(111,751.00)	0.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	254,850.17	143,604.17	-43.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			254,850.17	143,604.17	-43.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			254,850.17	143,604.17	-43.7%
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	143,604.17	31,853.17	-77.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
7710	State School Facilities Projects	9,471.17	10,621.17
7810	Other Restricted State	134,133.00	21,232.00
Total, Restricted Balance		143,604.17	31,853.17



TIPTON ELEMENTARY SCHOOL DISTRICT

BOND INTEREST AND REDEMPTION FUND

2022-2023 Budget Adoption

June 7th, 2022

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	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	103,650.00	152,981.00	47.6%
5) TOTAL, REVENUES			103,650.00	152,981.00	47.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	100,650.00	149,981.00	49.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			100,650.00	149,981.00	49.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,000.00	3,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,000.00	3,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	415,759.81	418,759.81	0.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			415,759.81	418,759.81	0.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			415,759.81	418,759.81	0.7%
2) Ending Balance, June 30 (E + F1e)			418,759.81	421,759.81	0.7%
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	418,759.81	421,759.81	0.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	100,650.00	149,981.00	49.0%
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	3,000.00	3,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			103,650.00	152,981.00	47.6%
TOTAL, REVENUES			103,650.00	152,981.00	47.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	49,331.00	New
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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			100,650.00	149,981.00	49.0%
TOTAL, EXPENDITURES			100,650.00	149,981.00	49.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Bond Interest and Redemption Fund To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8980	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	103,650.00	152,981.00	47.6%
5) TOTAL, REVENUES			103,650.00	152,981.00	47.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		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	149,981.00	49.0%
10) TOTAL, EXPENDITURES			100,650.00	149,981.00	49.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			3,000.00	3,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7000-7029	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			3,000.00	3,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	415,759.81	418,759.81	0.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			415,759.81	418,759.81	0.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			415,759.81	418,759.81	0.7%
2) Ending Balance, June 30 (E + F1e)			418,759.81	421,759.81	0.7%
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	418,759.81	421,759.81	0.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	418,759.81	421,759.81
Total, Restricted Balance		418,759.81	421,759.81



TIPTON ELEMENTARY SCHOOL DISTRICT

2022-2023 Budget Adoption

June 7th, 2022

SUPPLEMENTAL FORMS

CEA – Current Expense Formula

ESMOE - 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

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	3,048,189.00	301	0.00	303	3,048,189.00	305	7,800.00		307	3,040,389.00	309
2000 - Classified Salaries	1,158,350.92	311	710.00	313	1,157,640.92	315	214,603.00		317	943,037.92	319
3000 - Employee Benefits	2,267,036.65	321	13,296.05	323	2,253,740.60	325	105,195.00		327	2,148,545.60	329
4000 - Books, Supplies Equip Replace. (6500)	1,182,882.15	331	103,500.00	333	1,079,382.15	335	127,577.23		337	951,804.92	339
5000 - Services. . . & 7300 - Indirect Costs	1,343,723.27	341	53,350.00	343	1,290,373.27	345	35,738.10		347	1,254,635.17	349
TOTAL					8,829,325.94	365	TOTAL			8,338,412.61	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	393
10. Other Benefits (EC 22310).	3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00
13a. Less: Teacher and Instructional Aide Salaries and		

Benefits (other than Lottery) deducted in Column 4a (Extracted)	163,864.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS.	4,614,133.12	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 41372.55
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high)60
2. Percentage spent by this district (Part II, Line 15)55
3. Percentage below the minimum (Part III, Line 1 minus Line 2)05
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	8,338,412.61	
5. Deficiency Amount (Part III, Line 3 times Line 4)	388,570.03	

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

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	3,021,311.00	301	0.00	303	3,021,311.00	305	8,190.00		307	3,013,121.00	309
2000 - Classified Salaries	1,224,477.00	311	0.00	313	1,224,477.00	315	228,400.00		317	996,077.00	319
3000 - Employee Benefits	2,394,380.00	321	13,244.00	323	2,381,136.00	325	119,314.00		327	2,261,822.00	329
4000 - Books, Supplies Equip Replace. (6500)	833,925.04	331	103,500.00	333	730,425.04	335	116,921.00		337	613,504.04	339
5000 - Services. . . & 7300 - Indirect Costs	872,875.00	341	53,350.00	343	819,525.00	345	25,483.00		347	794,042.00	349
TOTAL					8,176,874.04	365	TOTAL			7,678,566.04	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011.	1100	2,683,865.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	441,545.00	380
3. STRS.	3101 & 3102	745,323.00	382
4. PERS.	3201 & 3202	99,843.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	76,361.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	562,029.00	385
7. Unemployment Insurance.	3501 & 3502	15,870.00	390
8. Workers' Compensation Insurance.	3601 & 3602	99,669.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	10,315.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		4,754,820.00	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)	180,493.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS.	4,574,327.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.60	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high)60	
2. Percentage spent by this district (Part II, Line 15)60	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	7,678,566.04	
5. Deficiency Amount (Part III, Line 3 times Line 4)	33,017.83	

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

Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	9,448,739.01
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	1,558,226.67
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6000, 6910	88,700.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	177,517.02
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)				266,217.02
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				7,624,295.32
Section II - Expenditures Per ADA				2021-22 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				494.22
B. Expenditures per ADA (Line I.E divided by Line II.A)				15,426.93

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	5,917,951.88	11,328.17
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)	5,917,951.88	11,328.17
B. Required effort (Line A.2 times 90%)	5,326,156.69	10,195.35
C. Current year expenditures (Line I.E and Line II.B)	7,624,295.32	15,426.93
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2023-24 may be reduced by the lower of the two percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

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

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

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 171,641.00
- 2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 6,288,719.52

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) 2.73%

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

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

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

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)	295,505.00
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)	25,262.99
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	320,767.99
9. Carry-Forward Adjustment (Part IV, Line F)	(31,203.55)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	289,564.45

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	6,115,769.31
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	747,303.19
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	353,845.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
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)	347,927.00
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)	3,962.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	900,121.35
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)	336,386.32
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)	8,836,314.17

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) 3.63%

D. Preliminary Proposed Indirect Cost Rate

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

(Line A10 divided by Line B19) 3.28%

Part IV - Carry-forward Adjustment

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

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

A. Indirect costs incurred in the current year (Part III, Line A8) 320,767.99

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

- 1. Carry-forward adjustment from the second prior year (84,231.22)
- 2. Carry-forward adjustment amount deferred from prior year(s), if any 0.00

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

- 1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (3.03%) times Part III, Line B19); zero if negative 0.00
- 2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (3.03%) times Part III, Line B19) or (the highest rate used to recover costs from any program (4.47%) times Part III, Line B19); zero if positive (31,203.55)

D. Preliminary carry-forward adjustment (Line C1 or C2) (31,203.55)

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

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

- Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation: 3.28%
- Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-15601.77) is applied to the current year calculation and the remainder (\$-15601.78) is deferred to one or more future years: 3.45%
- Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-10401.18) is applied to the current year calculation and the remainder (\$-20802.37) is deferred to one or more future years: 3.51%

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

1

F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected) (31,203.55)

Approved indirect cost rate: 3.03%

Highest rate used in any program: 4.47%

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

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	383,751.61	11,627.00	3.03%
01	4035	55,904.97	1,693.93	3.03%
01	4127	29,167.04	187.96	0.64%
01	4201	2,379.36	47.59	2.00%
01	6010	197,498.63	5,984.21	3.03%
01	8150	305,379.00	9,266.61	3.03%
13	5310	336,386.32	15,033.77	4.47%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	512,551.62		124,527.09	637,078.71
2. State Lottery Revenue	8560	83,456.00		33,280.00	116,736.00
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)		596,007.62	0.00	157,807.09	753,814.71
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	30,000.00		24,354.49	54,354.49
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			875.00	875.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221,7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213,7223,7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		30,000.00	0.00	25,229.49	55,229.49
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	566,007.62	0.00	132,577.60	698,585.22
D. COMMENTS:					
Explanation needed for amounts in shaded cells for Resource 6300.					

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

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

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(24,418.00)				
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	24,418.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								

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

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
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								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation								
TOTALS	0.00	0.00	24,418.00	(24,418.00)	0.00	0.00		

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

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the

previous three fiscal years by more than the following percentage levels:

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

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

484.00
District's ADA Standard Percentage Level: 2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2019-20)	District Regular	525	525	
	Charter School	0		
	Total ADA	525	525	N/A
Second Prior Year (2020-21)	District Regular	521	521	
	Charter School	0		
	Total ADA	521	521	N/A
First Prior Year (2021-22)	District Regular	521	521	
	Charter School		0	
	Total ADA	521	521	N/A
Budget Year (2022-23)	District Regular	512		
	Charter School	0		
	Total ADA	512		

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		Enrollment Budget	CBEDS Actual	Enrollment Variance Level	Status
				(If Budget is greater than Actual, else N/A)	
Third Prior Year (2019-20)	District Regular	545	542		
	Charter School				
	Total Enrollment	545	542	0.6%	Met
Second Prior Year (2020-21)	District Regular	542	527		
	Charter School				
	Total Enrollment	542	527	2.8%	Not Met
First Prior Year (2021-22)	District Regular	527	536		
	Charter School	0			
	Total Enrollment	527	536	N/A	Met

Budget Year (2022-23)		
District Regular		531
Charter School		
Total Enrollment		531

2B. Comparison of District Enrollment to the Standard

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

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

Explanation:
(required if NOT met)

In 20-21, enrollment decreased due to the students unable to return to school for in person instruction.

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

Explanation:
(required if NOT met)

3. **CRITERION: ADA to Enrollment**

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

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

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

Fiscal Year		P-2 ADA	Enrollment	Historical Ratio of ADA to Enrollment
		Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	CBEDS Actual (Criterion 2, Item 2A)	
Third Prior Year (2019-20)	District Regular	521	542	96.2%
	Charter School		0	
	Total ADA/Enrollment	521	542	
Second Prior Year (2020-21)	District Regular	521	527	98.9%
	Charter School	0		
	Total ADA/Enrollment	521	527	
First Prior Year (2021-22)	District Regular	492	536	91.9%
	Charter School			
	Total ADA/Enrollment	492	536	
Historical Average Ratio:				95.7%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): 96.2%

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

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

Fiscal Year		Estimated P-2 ADA	Enrollment	Ratio of ADA to Enrollment	Status
		Budget (Form A, Lines A4 and C4)	Budget/Projected (Criterion 2, Item 2A)		
Budget Year (2022-23)	District Regular	484	531	91.1%	Met
	Charter School	0			
	Total ADA/Enrollment	484	531		
1st Subsequent Year (2023-24)	District Regular	478	526	90.9%	Met
	Charter School				
	Total ADA/Enrollment	478	526		
2nd Subsequent Year (2024-25)	District Regular	472	521	90.6%	Met
	Charter School				
	Total ADA/Enrollment	472	521		

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

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

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

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

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

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

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

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

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

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

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

Projected LCFF Revenue

	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year	
	(2021-22)	(2022-23)	(2023-24)	(2024-25)	
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	523.13	513.49	501.03	486.57
b.	Prior Year ADA (Funded)		523.13	513.49	501.03
c.	Difference (Step 1a minus Step 1b)		(9.64)	(12.46)	(14.46)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(1.84%)	(2.43%)	(2.89%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding	6,629,819.00	6,905,268.00	7,074,347.00	
b1.	COLA percentage	6.56%	5.38%	4.02%	
b2.	COLA amount (proxy for purposes of this criterion)	434,916.13	371,503.42	284,388.75	
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)	6.6%	5.4%	4.0%	
Step 3 - Total Change in Population and Funding Level					
	(Step 1d plus Step 2c)	4.7%	3.0%	1.1%	
	LCFF Revenue Standard (Step 3, plus/minus 1%):	3.72% to 5.72%	1.95% to 3.95%	0.13% to 2.13%	

4A2. Alternate LCFF Revenue Standard - Basic Aid

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

Basic Aid District Projected LCFF Revenue

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	832,642.00	832,642.00	832,642.00	832,642.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

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

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

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

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	6,629,819.00	6,905,268.00	7,074,347.00	7,148,674.00
District's Projected Change in LCFF Revenue:		4.15%	2.45%	1.05%
LCFF Revenue Standard		3.72% to 5.72%	1.95% to 3.95%	0.13% to 2.13%
Status:		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 MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. **CRITERION: Salaries and Benefits**

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures
	Third Prior Year (2019-20)	4,675,551.11	5,212,032.07
Second Prior Year (2020-21)	4,405,191.05	4,926,792.28	89.4%
First Prior Year (2021-22)	4,843,847.40	6,063,270.94	79.9%
Historical Average Ratio:			86.3%

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	82.3% to 90.3%	82.3% to 90.3%	82.3% to 90.3%

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	Status
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures	
	(Form MYP, Lines B1-B3)	(Form MYP, Lines B1-B8, B10)		
Budget Year (2022-23)	5,018,278.00	6,062,695.10	82.8%	Met
1st Subsequent Year (2023-24)	5,419,158.00	6,495,763.00	83.4%	Met
2nd Subsequent Year (2024-25)	5,734,770.00	6,832,445.00	83.9%	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 MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	4.72%	2.95%	1.13%
2. District's Other Revenues and Expenditures			
Standard Percentage Range (Line 1, plus/minus 10%):	-5.28% to 14.72%	-7.05% to 12.95%	-8.87% to 11.13%
3. District's Other Revenues and Expenditures			
Explanation Percentage Range (Line 1, plus/minus 5%):	-0.28% to 9.72%	-2.05% to 7.95%	-3.87% to 6.13%

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

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

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2021-22)	1,549,325.67		
Budget Year (2022-23)	1,537,926.94	(.74%)	Yes
1st Subsequent Year (2023-24)	1,301,578.00	(15.37%)	Yes
2nd Subsequent Year (2024-25)	374,528.00	(71.23%)	Yes

Explanation:
(required if Yes)

In 21-22, the district budgeted Title I, II, III, IV carry over and COVID funds. In 22-23 and 23-24 district has budgeted COVID fund. In 24-25, the district did not budget any COVID funds.

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

First Prior Year (2021-22)	1,472,781.84		
Budget Year (2022-23)	1,014,012.00	(31.15%)	Yes
1st Subsequent Year (2023-24)	1,013,258.00	(.07%)	No
2nd Subsequent Year (2024-25)	1,012,223.00	(.10%)	No

Explanation:
(required if Yes)

In 21-22, the district budgeted for COVID funds. In subsequent years, the district did not budget for any COVID funds.

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

First Prior Year (2021-22)	170,893.87		
Budget Year (2022-23)	163,117.00	(4.55%)	Yes
1st Subsequent Year (2023-24)	163,117.00	0.00%	No
2nd Subsequent Year (2024-25)	163,117.00	0.00%	No

Explanation:
(required if Yes)

In 21-22, district budgeted for one time local revenue that is not included in subsequent years.

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

First Prior Year (2021-22)	1,145,212.23		
Budget Year (2022-23)	833,475.04	(27.22%)	Yes
1st Subsequent Year (2023-24)	755,659.00	(9.34%)	Yes
2nd Subsequent Year (2024-25)	613,646.00	(18.79%)	Yes

Explanation:
(required if Yes)

In 21-22, district budgeted for one time COVID expenses that were reduced in the budget in the subsequent years to reflect spending plan.

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

First Prior Year (2021-22)	1,358,757.04		
Budget Year (2022-23)	897,293.00	(33.96%)	Yes
1st Subsequent Year (2023-24)	921,564.00	2.70%	No
2nd Subsequent Year (2024-25)	900,435.00	(2.29%)	No

Explanation:
(required if Yes)

In 21-22, District Budgeted For One Time COVID Expenses That Were Reduced In The Budget In The Subsequent Years To Reflect Spending Plan.

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

DATA ENTRY: All data are extracted or calculated.

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

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

First Prior Year (2021-22)	3,193,001.38		
Budget Year (2022-23)	2,715,055.94	(14.97%)	Not Met
1st Subsequent Year (2023-24)	2,477,953.00	(8.73%)	Not Met
2nd Subsequent Year (2024-25)	1,549,868.00	(37.45%)	Not Met

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

First Prior Year (2021-22)	2,503,969.27		
Budget Year (2022-23)	1,730,768.04	(30.88%)	Not Met
1st Subsequent Year (2023-24)	1,677,223.00	(3.09%)	Met
2nd Subsequent Year (2024-25)	1,514,081.00	(9.73%)	Not Met

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

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

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

Explanation:

Federal Revenue
(linked from 6B
if NOT met)

In 21-22, the district budgeted Title I, II, III, IV carry over and COVID funds. In 22-23 and 23-24 district has budgeted COVID fund. In 24-25, the district did not budget any COVID funds.

Explanation:

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

In 21-22, the district budgeted for COVID funds. In subsequent years, the district did not budget for any COVID funds.

Explanation:

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

In 21-22, district budgeted for one time local revenue that is not included in subsequent years.

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

Explanation:

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

In 21-22, district budgeted for one time COVID expenses that were reduced in the budget in the subsequent years to reflect spending plan.

Explanation:

In 21-22, District Budgeted For One Time COVID Expenses That Were Reduced In The Budget In The Subsequent Years To Reflect Spending Plan.

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. Statute excludes the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690.

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

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690)	7,571,225.39		
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 ¹ to the Ongoing and Major Maintenance Account
c. Net Budgeted Expenditures and Other Financing Uses	7,571,225.39	227,136.76	321,582.00
			Met

¹ Fund 01, Resource 8150, Objects 8900-8999

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

Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)

	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
	Other (explanation must be provided)

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

8. CRITERION: Deficit Spending

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

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

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	292,338.67	286,159.85	0.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	2,931,951.81	3,740,325.33	3,995,528.48
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(71,893.37)	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	3,152,397.11	4,026,485.18	3,995,528.48
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	6,737,288.69	7,568,182.28	9,448,739.01
	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)	6,737,288.69	7,568,182.28	9,448,739.01
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	46.8%	53.2%	42.3%
District's Deficit Spending Standard Percentage Levels				
(Line 3 times 1/3):		15.6%	17.7%	14.1%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the

Special Reserve Fund for Other Than Capital Outlay Projects.
Available reserves will be reduced by
any negative ending balances in restricted resources in the
General Fund.

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2019-20)	445,101.32	5,212,032.07	N/A	Met
Second Prior Year (2020-21)	802,194.70	4,926,792.28	N/A	Met
First Prior Year (2021-22)	(33,456.70)	6,063,270.94	.6%	Met
Budget Year (2022-23) (Information only)	187,062.90	6,062,695.10		

8C. Comparison of District Deficit Spending to the Standard

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

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

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

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

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

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

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

486

District's Fund Balance Standard Percentage Level:

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance ²		Beginning Fund Balance Variance Level	
	(Form 01, Line F1e, Unrestricted Column)		(If overestimated, else N/A)	
	Original Budget	Estimated/Unaudited Actuals		Status
Third Prior Year (2019-20)	2,287,388.22	2,781,689.16	N/A	Met
Second Prior Year (2020-21)	2,919,834.14	3,226,790.48	N/A	Met
First Prior Year (2021-22)	3,266,957.34	4,028,985.18	N/A	Met
Budget Year (2022-23) (Information only)	3,995,528.48			

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

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

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

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

Explanation:
(required if NOT met)

10. CRITERION: Reserves

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

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

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

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

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

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	484	478	472
District's Reserve Standard Percentage Level:	4%	4%	4%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

2. If you are the SELPA AU and are excluding special education pass-through funds:
a. Enter the name(s) of the SELPA(s): _____

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

10B. Calculating the District's Reserve Standard

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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	8,965,832.04	9,219,653.00	8,634,857.00
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)	8,965,832.04	9,219,653.00	8,634,857.00
4. Reserve Standard Percentage Level	4%	4%	4%
5. Reserve Standard - by Percent			

	(Line B3 times Line B4)	358,633.28	368,786.12	345,394.28
6.	Reserve Standard - by Amount (\$75,000 for districts with 0 to 1,000 ADA, else 0)	75,000.00	75,000.00	75,000.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	358,633.28	368,786.12	345,394.28

10C. Calculating the District's Budgeted Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	358,633.28	368,786.12	345,394.28
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	3,821,458.10	3,677,706.26	3,288,986.10
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		0.00
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	4,180,091.38	4,046,492.38	3,634,380.38
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	46.62%	43.89%	42.09%
District's Reserve Standard (Section 10B, Line 7):	358,633.28	368,786.12	345,394.28
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

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
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2021-22)	(760,056.76)			
Budget Year (2022-23)	(811,109.00)	51,052.24	6.7%	Met
1st Subsequent Year (2023-24)	(867,418.00)	56,309.00	6.9%	Met
2nd Subsequent Year (2024-25)	(882,931.00)	15,513.00	1.8%	Met
1b. Transfers In, General Fund *				
First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
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 commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

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

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

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

1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)

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

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2022-23
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	16	010-99900-0-00000-89800	010-99900-00000-91000-74380/74390	1,112,100
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	10	010-99901-0-00000-89800	010-99901-0-00000-91000-74380/74390	1,064,260

TOTAL:				
				2,176,360
Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases	89,517	89,464	89,613	89,386
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
Total Annual Payments:	177,517	177,464	177,613	177,386
Has total annual payment increased over prior year (2021-22)?	No	Yes	No	No

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

DATA ENTRY: Enter an explanation if Yes.

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

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

Payments will be funded with contributions from unrestricted general fund.

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

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

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

No

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

Explanation:
(required if Yes)

S7. Unfunded Liabilities

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

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

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

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

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

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

b. Do benefits continue past age 65?

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

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

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

	Self-Insurance Fund	Governmental Fund
115,855	115,855	

4. OPEB Liabilities Data must be entered.

a. Total OPEB liability	621,600.00
b. OPEB plan(s) fiduciary net position (if applicable)	
c. Total/Net OPEB liability (Line 4a minus Line 4b)	621,600.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date	

of the OPEB valuation

Jul 01, 2021

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
5. OPEB Contributions			
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	0.00		
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	28,333.00	29,183.00	30,058.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	29,029.00	19,947.00	23,810.00
d. Number of retirees receiving OPEB benefits	3.00	3.00	3.00

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

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

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

No

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

3 Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs

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

S8. Status of Labor Agreements

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

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

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

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

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

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

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	25	31	31	31

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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
	One Year Agreement			
	Total cost of salary settlement			
	% change in salary schedule from prior year			
	or			
	Multiyear Agreement			
	Total cost of salary settlement			

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

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

Negotiations Not Settled

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

31001

7. Amount included for any tentative salary schedule increases

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
205360	0	0

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

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

	(2022-23)	(2023-24)	(2024-25)
Yes	Yes	Yes	Yes
	545550	561917	578774
	100.0%	100.0%	100.0%
	3.0%	3.0%	3.0%

Certificated (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

No		
----	--	--

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Yes	Yes	Yes
48823	49800	50796
2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
No	No	No
No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

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

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified(non - management) FTE positions	35	40	40	40

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:		End Date:	
-------------	--	-----------	--

5. Salary settlement:

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

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

--	--	--

One Year Agreement

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

or

Multiyear Agreement

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

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

Negotiations Not Settled

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

13821

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

7. Amount included for any tentative salary schedule increases

0	0	0
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Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Classified (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

(2022-23)	(2023-24)	(2024-25)
Yes	Yes	Yes
228174	235020	242070
100.0%	100.0%	100.0%
3.0%	3.0%	3.0%

Classified (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

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

Classified (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

(2022-23)	(2023-24)	(2024-25)
Yes	Yes	Yes
20173	20577	20988
2.0%	2.0%	2.0%

Budget Year	1st Subsequent Year	2nd Subsequent Year
-------------	---------------------	---------------------

**Classified (Non-management)
Attrition (layoffs and
retirements)**

		(2022-23)	(2023-24)	(2024-25)
1.	Are savings from attrition included in the budget and MYPs?	No	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

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

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of management, supervisor, and confidential FTE positions	4	4	4	4

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

--

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2.	Salary settlement:	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
	Is the cost of salary settlement included in the budget and multi year projections (MYPs)?			
	Total cost of salary settlement			

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

--	--	--

Negotiations Not Settled

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

--

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

4. Amount included for any tentative salary schedule increases

--	--	--

Management/Supervisor/Confidential

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

**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

Management/Supervisor/Confidential

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

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

Management/Supervisor/Confidential

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

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

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes
Jun 14, 2022

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

Yes

in the Local Control and Accountability Plan and Annual Update Template?

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for Items A1 through A9 except Item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	Yes
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

7. CONSENT CALENDAR: Action items:

7.1 Minutes of the Regular Board Meeting - May 3, 2022

TIPTON ELEMENTARY SCHOOL DISTRICT REGULAR BOARD MEETING MINUTES

Tuesday, May 3, 2022
7:00 p.m. District Board Room

1. **CALL TO ORDER – FLAG SALUTE**

Board President, Greg Rice called the meeting to order at 7:01 pm and led the flag salute. Board Members present: Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice. Guest: Desiree Heinks, Cherie Solian, Fausto Martin, Sandra Cunha, Cassandra Cunha, Tammy Lampe, Georgina Burrell, Blanca Cruz, Yedi Portillo, and Lorena Sanchez.

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, 2021-2022

3. **CONSENT CALENDAR: Action items:**

3.1 Minutes of the Regular Board Meeting – April 5, 2022

3.2 Library Surplus

3.3 Conference, Field Trip, Fund Raiser and Facilities Requests

Motion to approve the Consent Calendar was made by Iva Sousa and second by John Cardoza.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain – 0

Absent – 0

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 2022-2023 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 2022-2023 School Year was made by Fernando Cunha and second by Shelley Heeger.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain – 0
Absent – 0

4.2 Adopt the District’s Initial Proposal to California School Employees Association Regarding Classified Collective Bargaining Agreement Negotiations, for the 2022-2023 School Year

Motion to Adopt the District’s Initial Proposal to California School Employees Association Regarding Classified Collective Bargaining Agreement Negotiations, for the 2022-2023 School Year was made by Fernando Cunha and second by Shelley Heeger.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice
No – 0

Abstain – 0
Absent – 0

4.3 Acknowledgement/Acceptance of the Associated Teachers of Tipton’s Initial Proposal to the District Regarding Certificated Collective Bargaining Agreement Negotiations, for the 2022-2023 School Year

Motion to approve Acknowledgement/Acceptance of the Associated Teachers of Tipton’s Initial Proposal to the District Regarding Certificated Collective Bargaining Agreement Negotiations, for the 2022-2023 School Year was made by Fernando Cunha and second by Shelley Heeger.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice
No – 0

Abstain – 0
Absent – 0

4.4 Adopt the District’s Initial Proposal to Associated Teachers of Tipton Regarding Certificated Collective Bargaining Agreement Negotiations, for the 2022-2023 School Year

Motion to Adopt the District’s Initial Proposal to Associated Teachers of Tipton Regarding Certificated Collective Bargaining Agreement Negotiations, for the 2022-2023 School Year was made by Fernando Cunha and second by Shelley Heeger.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice
No – 0

Abstain – 0
Absent – 0

4.5 Quarterly Board Policy - March 2022

Motion to approve Quarterly Board Policy - March 2022 was made by Iva Sousa and

second by Fernando Cunha.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain – 0

Absent – 0

4.6 Approve Resolution No. 2021-2022-10 In the Matter of Ordering Regular Governing Board Member Elections; Specifications of the Election Order

Motion to approve Resolution No. 2021-2022-10 In the Matter of Ordering Regular Governing Board Member Elections; Specifications of the Election Order was made by Iva Sousa and second by John Cardoza.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain – 0

Absent – 0

**4.7 Award of Bid – Floor Replacement Project at Tipton Elementary School
Recommend Award of Bid No. 3 - Flooring Project at Tipton Elementary School**

Motion to approve and Award of Bid – Floor Replacement Project at Tipton Elementary School Recommend Award of Bid No. 3 - Flooring Project at Tipton Elementary School was made by Fernando Cunha and second by John Cardoza.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain – 0

Absent – 0

4.8 Approve Rescheduling of August 2, 2022 Regular Board Meeting

Motion to approve Rescheduling of August 2, 2022 Regular Board Meeting to August 9, 2022 was made by Iva Sousa and second by Fernando Cunha.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain – 0

Absent – 0

4.9 Memorandum of Understanding between Tulare County Superintendent of Schools and Tipton School District

Motion to approve Memorandum of Understanding between Tulare County Superintendent of Schools was made by Iva Sousa and second by Shelley Heeger.

and Tipton School District.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain – 0

Absent – 0

5. FINANCE: Action items:

5.1 Vendor Payments

Motion to approve vendor payments was made by John Cardoza and Second by Shelley Heeger.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain – 0

Absent – 0

6. INFORMATION: (Verbal Reports & Presentations)

6.1 MOT--FOOD SERVICE—PROJECTS

Mr. Fausto Martin shared with the Board that the roofing project was completed and explained that there are a variety of activities scheduled for the rest of the school year. He also stated they are getting ready for summer school. Mr. Martin shared that Evans Road is planned to be closed for graduation. The flooring project will begin on June 7 and should be completed by July 26 and cameras for the school busses should be installed later this month.

6.2 Tipton School Drama Class – Bull Dog Saves the Day

Mrs. Stacey Bettencourt shared that Ms. Lampe’s class will be putting on a school play, Bulldog Saves the Day at the Encore Theatre on May 9 and 10 and invited the Board to attend. Ms. Tammy Lampe shared that the students designed the set for the play. She shared the students have worked very hard to be ready.

6.3 Cheerleading Competition

Mrs. Stacey Bettencourt shared with the Board that Ms. Hurtado would like to invite her cheerleaders to a cheer camp that will be held in July in Kingsburg. She will also have a competition team next school year and would like to have the team attend a few competitions throughout the school year.

7. ADJOURN TO CLOSED SESSION: 7:33 pm

8. RECONVENE TO OPEN SESSION 10:35 pm

9. REPORT OUT FROM CLOSED SESSION

7.1 Education Code 35146
Confidential Student Matters

Discussion only

7.2 Government Code Section 54957
Public Employee Discipline/Dismissal/Release/Complaint

Motion to ratify employee # 5652513086, an instructional aide's resignation effective May 3, 2022 and accepted by the Superintendent on April 11, 2022 was made by Shelley Heeger and second by John Cardoza.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No - 0

Abstain - 0

Absent - 0

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

Discussion only

7.4 Government Code Section 54957.6
Conference with labor negotiators
Agency designated representatives: Superintendent
Employee Organization: Business Manager

Discussion only

7.5 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

10. ADJOURNMENT 10:38 pm

Minutes approved June 7, 2022

Greg Rice, President

Fernando Cunha, Clerk

Stacey Bettencourt, Secretary

DISTRITO ESCOLAR PRIMARIO DE TIPTON DE LA JUNTA REGULAR DE LA JUNTA ACTA

Martes, 3 de mayo de 2022
7:00 pm Sala de la Junta del Distrito

1. **LLAMADO AL ORDEN – SALUDO A LA BANDERA**

El presidente de la junta, Greg Rice, abrió la reunión a las 7:01 pm y dirigió el saludo a la bandera. Consejeros presentes: Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice. Invitada: Desiree Heinks, Cherie Solian, Fausto Martin, Sandra Cunha, Cassandra Cunha, Tammy Lampe, Georgina Burrell, Blanca Cruz, Yedi Portillo y Lorena Sanchez.

2. **OPINIÓN DEL PÚBLICO:**

2.1 Relaciones con la comunidad/Comentarios de los ciudadanos

2.2 Informes de unidades de empleados CTA/CSEA

2.3 Correspondencia: revisión del informe provisional del segundo período, 2021-2022

3. **CALENDARIO DE CONSENTIMIENTO: Elementos de acción:**

3.1 Minutas de la reunión regular de la junta: 5 de abril de 2022

3.2 de excedentes de biblioteca

3.3 viaje de estudios, recaudación de fondos y solicitudes de instalaciones

La moción para aprobar el calendario de consentimiento fue hecha por Iva Sousa y secundada por John Cardoza.

Vote Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice

No - 0

Abstención - 0

Ausente - 0

4. **ADMINISTRATIVO: acción:**

4.1 Reconocimiento/Aceptación de la Asociación de Empleados Escolares de California al Distrito con respecto a las Negociaciones del Acuerdo de Negociación Colectiva Clasificada, para el año escolar 2022-2023

Moción para aprobar Reconocimiento/Aceptación de la Propuesta Inicial al Distrito de la Asociación de 2022 -El Año Escolar 2023 fue realizado por Fernando Cunha y el segundo por Shelley Heeger.

Vote Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice

No – 0
Abstención – 0
Ausente – 0

4.2 Adoptar la propuesta inicial del distrito a la Asociación de Empleados Escolares de California con respecto a los clasificados Negociaciones del Acuerdo de Negociación Colectiva, para el Año Escolar

moción para adoptar la propuesta inicial del Distrito a la Asociación de Empleados Escolares de California con respecto a las Negociaciones del Acuerdo de Negociación Colectiva Clasificada, para el Año Escolar 2022-2023 fue hecha por Fernando Cunha y secundada por Shelley Heeger. Vote Sí 5 / No 0 / Abstención 0 / Ausente 0
Sí - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice
No – 0
Abstención – 0
Ausente – 0

4.3 Reconocimiento/Aceptación de los Profesores Asociados de la Propuesta Inicial de Tipton para el distrito con respecto a las negociaciones del acuerdo de negociación colectiva certificado, para el año escolar 2022-2023 La

moción para aprobar el reconocimiento/aceptación de los maestros asociados de la propuesta inicial de Tipton al distrito con respecto a las negociaciones del acuerdo de negociación colectiva certificado , para el año escolar 2022-2023 fue hecha por Fernando Cunha y segundo por Shelley Heeger. Vote Sí 5 / No 0 / Abstención 0 / Ausente 0
Sí - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice
No – 0
Abstención – 0
Ausente – 0

4.4 Adoptar la propuesta inicial del distrito a los maestros asociados de Tipton con respecto a los certificados Negociaciones del Acuerdo de Negociación Colectiva, para el Año Escolar 2022-2023 La

moción para adoptar la propuesta inicial del Distrito a los Maestros Asociados de Tipton con respecto a las Negociaciones del Acuerdo de Negociación Colectiva Certificados, para el Año Escolar 2022-2023 fue hecha por Fernando Cunha y secundada por Shelley Heeger. Vote Sí 5 / No 0 / Abstención 0 / Ausente 0
Sí - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice
No – 0
Abstención – 0
Ausente – 0

4,5 Trimestral Política de la Junta - Marzo de 2022

Moción para aprobar Trimestral La Política del Directorio - Marzo 2022 fue realizada por Iva Sousa y en segundo lugar por Fernando Cunha.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice

No - 0

Abstención - 0

Ausente - 0

4.6 Aprobar Resolución No. 2021-2022-10 En el asunto de Ordenar

Elecciones Regulares de Miembros de la Junta de Gobierno; Especificaciones de la Orden de Elección

Moción para aprobar la Resolución Núm. 2021-2022-10 En Materia de Ordenar Elección de Miembros Ordinarios de la Junta de Gobierno; Las especificaciones del Orden de Elección fueron hechas por

Iva Sousa y segundo por John Cardoza.

Vote Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice

No - 0

Abstención - 0

Ausente - 0

4.7 Adjudicación de la oferta – Proyecto de reemplazo de piso en la Escuela Primaria Tipton Recomendado Adjudicación de la Oferta No. 3 - Proyecto de Pisos en la Escuela Primaria Tipton

Moción para aprobar y Otorgamiento de la Oferta - Proyecto de Reemplazo de Pisos en la Escuela Primaria Tipton Recomendar Adjudicación de la Oferta No. 3 - Proyecto de Pisos en la Escuela Primaria Tipton fue hecha por Fernando Cunha y secundada por Juan Cardoza.

Vote Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice

No - 0

Abstención - 0

Ausente - 0

4.8 Aprobar la reprogramación de la reunión ordinaria de la Junta del 2 de agosto de 2022

Moción para aprobar Reprogramación de la Junta Ordinaria del 2 de agosto de 2022 para el 9 de agosto de 2022 fue hecha por Iva Sousa y en segundo lugar por Fernando Cunha.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice

No – 0
Abstención – 0
Ausente – 0

4,9 Memorando de Entendimiento entre el Superintendente de Escuelas del Condado de Tulare y el Distrito Escolar de Tipton La

moción para aprobar el Memorando de Entendimiento entre el Superintendente de Escuelas del Condado de Tulare fue hecha por Iva Sousa y secundada por Shelley Heeger. y el distrito escolar de Tipton.

Vote Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstención – 0

Ausente – 0

5. FINANZAS: Elementos de acción:

5.1 Pagos a proveedores

La moción para aprobar los pagos a proveedores fue hecha por John Cardoza y secundada por Shelley Heeger.

Vote Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice

No – 0

Abstención – 0

Ausente – 0

6. INFORMACIÓN: (Informes verbales y presentaciones)

6.1 MOT - SERVICIO DE ALIMENTOS-PROYECTOS

El Sr. Fausto Martin compartió con la Mesa Directiva que el proyecto de techado se completó y explicó que hay una variedad de actividades programadas para el resto del año escolar. También dijo que se están preparando para la escuela de verano. El Sr. Martin compartió que se planea cerrar Evans Road para la graduación. El proyecto del piso comenzará el 7 de junio y debería estar terminado el 26 de julio y las cámaras para los autobuses escolares deberían instalarse a finales de este mes.

6.2 Clase de teatro de la escuela Tipton: Bull Dog salva el día

La Sra. Stacey Bettencourt compartió que la clase de la Sra. Lampe presentará una obra escolar, Bulldog salva el día en el Teatro Encore el 9 y 10 de mayo e invitó a la Junta a asistir. La Sra. Tammy Lampe compartió que los estudiantes diseñaron el escenario para la obra. Compartió que los estudiantes han trabajado muy duro para estar listos.

6.3 Competencia de porristas La

Sra. Stacey Bettencourt compartió con la Junta que a la Sra. Hurtado le gustaría invitar a sus porristas a un campamento de porristas que se llevará a cabo en julio en Kingsburg. Ella también tendrá un equipo de competencia el próximo año escolar y le gustaría que el equipo asista a algunas competencias durante el año escolar.

7. **FINALIZAR LA SESIÓN CERRADA: 7:33 pm**
8. **CONVOCAR A LA SESIÓN ABIERTA 10:35 pm
10:35**
9. **INFORME DE SESIÓN CERRADA**

7.1 Código de Educación 35146
Asuntos estudiantiles confidenciales

Discusión solamente

7.2 Código de Gobierno Sección 54957
Disciplina de Empleado Público/Despido/Liberación/Queja

La moción para ratificar la renuncia del empleado n.º 5652513086, un asistente de instrucción, a partir del 3 de mayo de 2022 y aceptada por el superintendente el 11 de abril de 2022, fue hecha por Shelley Heeger y secundada por John Cardoza.

Vote Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice

No - 0

Abstención - 0

Ausente - 0

7.3 Código de Gobierno Sección 54957.6
Conferencia con negociadores laborales
Representantes designados por la agencia: Superintendente
Organización de empleados: CTA

Discusión únicamente

7.4 Código de Gobierno Sección 54957.6
Conferencia con negociadores laborales
Representantes designados por la agencia: Superintendente
Organización de empleados: Gerente comercial

Discusión únicamente

7.5 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales
Representantes designados por la agencia: Superintendente
Organización de Empleados: Asociación de Empleados Escolares de California y su
Capítulo 765

Discusión únicamente

10. **CIERRE 10:38 pm**

Acta aprobada el 7 de junio de 2022

Greg Rice, Presidente

Fernando Cunha, Escribano

Stacey Bettencourt, Secretaria

7. CONSENT CALENDAR: Action items:

7.2 Agreement with TCOE for ERS Library Media Services

REQUEST FOR AGENCY AGREEMENT

Request For Agency Agreement

Contract # 230009
Accountant Megan Motsenbocker

Initiator Info

Type of Agreement TCOE/Superintendent receiving funds
Brief description of request 2022-23 ERS Library Media Services Agreement
TO : Tim A. Hire, Superintendent of Schools
FROM : Sara Torabi
Department Educational Resource Services (ERS)
Date 3/8/2022

Agency or District Information

Does the Entity allow electronic signatures? Yes
No

Name Tipton School District
Type DISTRICT
Address 370 N. Evans/ PO Box 787
City Tipton
State CA
Postal / Zip Code 93272
Authorized Signer Stacey Bettencourt, Superintendent

Authorized Telephone (559) 752-4213

Authorized Fax (559) 752-1231

Authorized Email sbettencourt@tipton.k12.ca.us

Contract information

Contract Amount: \$9.25 x 543 ADA

Other Conditions:

Total not to exceed: \$ 5,022.75

Department/Program: Educational Resource Services (ERS)

Budget Category:

									%
010	00242	0	0	242000	86890	0	22	9888	100

Percent 100

Initiator

Contact Person Sara Torabi

Telephone 5596513031

AGENCY AGREEMENT

TCOE CONTRACT #:

230009

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:

1. TERM: This Agreement shall become

effective as

7/1/2022

and shall expire on .

6/30/2023

2. SERVICES: DISTRICT shall provide services as set forth: (See attach Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3. COST OF SERVICES: DISTRICT shall pay SUPERINTENDENT for the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of 5,022.75

4. METHOD OF PAYMENT:

- a. **SUPERINTENDENT must submit itemized invoices to DISTRICT** for the cost of the services.
- b. **SUPERINTENDENT** is responsible for maintaining verifiable records for all expenditures.

5. 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.

6. 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 N. Evans/ PO Box 787
Tipton, CA 93272

SUPERINTENDENT

Tim A. Hire, Superintendent
Tulare County Superintendent of Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

SUPERINTENDENT

Signature

Tim A. Hire

Date

3/16/2022

DISTRICT

Signature

Sign

Stacey Bettencourt

Date

5/2/22

TCOE Program Information

Contact Person:

Sara Torabi

Telephone:

5596513031

Department/Program: Educational Resource Services (ERS)

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF DISTRICT:

(Please provide a detailed description of services and deliverables to be provided by Tipton School District.)

Sites Covered: Tipton School (K-8).

DISTRICT agrees to:

- 1) Respond to SUPERINTENDENT'S email request to update the previous year's DISTRICT staff list within a month of the start of the school year, for ERS Portal username and password assignments. Initial email will be sent by Sara Torabi; return all changes and updates to sara.torabi@tcoe.org. If you have additional questions about submission or format, please call 559-651-3031.
- 2) Reimburse SUPERINTENDENT for the replacement value of any item lost, destroyed, or stolen; and pay for repair costs for items damaged while in its possession.
- 3) Understand and acknowledge that copying of any materials owned or licensed by SUPERINTENDENT under this agreement is prohibited by federal copyright laws. This includes, but is not limited to, videotaping, audio taping, and photocopying.
- 4) Contact Debra Lockwood, Library Media Supervisor, if there are any questions or concerns about the terms of this agreement at 559-651-3042 or debra.lockwood@tcoe.org.

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

SUPERINTENDENT agrees to:

- 1) Provide online access to the Educational Resource Services Multimedia Portal. Digital resources, with correlations to the California Standards, include licensed video streaming, research and reference sources for students, digital books (many with audio and/or visual enhancement), curriculum builder and differentiation tools.
 - a) SUPERINTENDENT will provide each teacher and administrator with a username and password to the ERS Portal for access to online subscription content and to reserve materials. Each school will be provided a generic student login, allowing students access to resources at school and at home; parents have access to the ERS Portal via their student's login. Login credentials are site/program specific and should only be shared with staff and students at the sites listed in this contract.
 - b) Annual on-site ERS Portal Presentations, digital citizenship, and information literacy training are available for DISTRICT staff upon request.
- 2) Provide circulating access to educational resource materials including print media, STEM kits, robotics, primary document reproductions, art prints, realia, and DVDs.
 - a) Print media includes core and extended literature in English and Spanish, fiction, informational text, Big Books, and professional development titles.

d) Small group and classroom book/multimedia kits are available, with the option of requesting a customized book/multimedia bundle.

c) In-person access to media at the ERS Library and Multimedia Center is available year-round: Monday – Friday, 8:00am – 5:00pm (closed TCOE observed holidays).

d) SUPERINTENDENT staff will deliver and pick up circulating materials when materials have been reserved or a pickup has been requested.

e) DISTRICT staff will reserve materials online, by phone, or in person prior to the scheduled delivery day.

f) DISTRICT staff will renew their checkouts or return circulating items to a centralized location and submit a pickup request by the due date.

3) Provide the services of the ERS Library Media Supervisor, a credentialed librarian and holder of the Library Media Teacher Services Credential, as "Librarian of Record" for any DISTRICT that does not employ a credentialed librarian. Ed Code 44868 allows a DISTRICT to employ non-credentialed personnel to assist in the provision of school library services, however these individuals do not supersede the Ed Code requirement that a credentialed librarian provide oversight of school library services. This agreement further fulfills the DISTRICT's obligation under Education Code, sections 18100 and 18120. A DISTRICT is in compliance with the law when it contracts for library services with SUPERINTENDENT for the services of a credentialed librarian.

4) Provide consultant services relative to the development of library programs, including library facility planning and training of library personnel in provision of library services. These include the use of digital resources, library management software training, and collection development.

(a) DISTRICT will be invited to send library personnel from each contracting site to participate in the ERS Library & Multimedia Center's bi-monthly Library Multimedia Network meetings dedicated to developing Future Ready school library programs, exploring new technologies, and discovering how to promote and use the ERS Portal digital resources.

5) Provide technology consultation supporting DISTRICT needs.

(a) A maximum of one, free, on-site technology support day per contracting site (see Section 2c) may be used for training DISTRICT personnel, for technology-focused professional development on a variety of technology tools (e.g., G Suite, Microsoft Office Applications, Robotics/Coding Applications, etc.), and/or for consulting with DISTRICT administration to assist with planning technology implementation by our Instructional Technology Specialists. As an alternative to the on-site technology day, the ERS Library is offering Tech Tools learning sessions via Zoom at no charge throughout the 2022-2023 school year. These sessions are led by our Educational Technology Specialists. Contracting site staff are welcome to attend as many sessions as their schedule allows.

6) The Library and Multimedia Center's Teacher Resource Center (TRC) is open extended hours beyond the classroom day to accommodate teaching schedules. Contracting DISTRICT staff may bring their own supplies and use TRC equipment. Equipment includes color and B&W photocopiers, a poster printer, 27" and 42" laminators, 1.25" and 3" button makers, as well as Ellison and AccuCut die-cut shapes. Contracting sites pay a reduced fee for copying, printing, laminating, and button making.

(a) The TRC sells pre-designed posters and ready-to-go packs of classroom support materials.

(b) The TRC can print posters designed by teachers or the TRC staff can design

posters and other materials to teacher specifications (at an additional fee for SUPERINTENDENT staff time).

(c) TRC-made materials including posters, ready-to-go packs, and other classroom support materials can be delivered after completion on the next scheduled delivery day or by mail (postal shipping fee will apply).

FEE SCHEDULE

The contract total for services to be provided are estimated to be

\$5,022.75

including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

Exhibit (A)

Exhibit (B)

Exhibit (C)

Exhibit (D)

7. CONSENT CALENDAR: Action items:

7.3 Agreement with TCOE for Psychological Services

For TCOE Office Use	
Vendor #	_____
Req. #	_____
PO #	_____
Contract #	230072

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:

1. **TERM:** This Agreement shall become effective as of **July 1, 2022** and shall expire on **June 30, 2023**.
2. **SERVICES:** **SUPERINTENDENT** shall provide services as set forth: (See attach Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)
3. **COST OF SERVICES:** **DISTRICT** shall pay **SUPERINTENDENT** the actual cost of such services to the extent they are allowable not to exceed the sum of **\$66,393.60**.
4. **METHOD OF PAYMENT:**
 - a. **SUPERINTENDENT** must submit itemized invoices to **DISTRICT** for the cost of the services.
 - b. **SUPERINTENDENT** is responsible for maintaining verifiable records for all expenditures.
5. **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.
6. **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
P.O. Box 787
Tipton, CA 93272

By: 
Date: 5/4/22

SUPERINTENDENT

Tim A. Hire, Superintendent
Tulare County Superintendent of Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

By: 
Date: 4/25/22

TCOE Program Information

Contact Person and Phone No.: Joe Martinez, Director Psychological Services 730-2910 ext.5164
Division: Special Services
Program Title: Psychological Services
Budget Number: 010-00014-0-00000-8699

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

SCOPE OF SERVICES

1. RESPONSIBILITIES OF DISTRICT:

(Please provide a detailed description of services and deliverables to be provided by contractor.)

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

SUPERINTENDENT shall provide DISTRICT with **1.5** days per week of psychological services which includes:

Behavior Analysis and Intervention:

- Conduct Functional Behavior Assessments
- Design and implement research/evidence based behavior intervention plans
- Model and monitor effective behavior interventions
- Data collection and Progress Monitoring input and oversight

Conduct Psycho-Educational Assessments:

- Present psycho-educational assessment results to the IEP team
- Provide written psycho-educational assessment report to all IEP team members
- Input assessment data into the IEP prior to the IEP meeting
- Present assessment findings at the scheduled IEP team meeting

Consultation and Collaboration:

- On-going coordination/collaboration with all student stakeholders
- Provide professional development in-service training opportunities to school site (per request)

Short-Term Counseling for School-Based Difficulties (individual/small group)

- Social Skills development
- Anger Management
- Problem-Solving skill development
- Crisis response and emergency intervention

Student Study Team (SST) and Individualized Education Program (IEP):

- Attend and participate in SST/IEP meetings (as needed)
- On-going collaboration with other SST/IEP team members

EXHIBIT A

FEE SCHEDULE

The contract total for services to be provided are estimated to be \$66,393.60, including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

7. **CONSENT CALENDAR: Action items:**

- 7.4 Agreement with TCOE to Furnish Food Service between a Child Care and Adult Food Program Sponsor and a School District

Tulare County Office of Education

Tim A. Hire, County Superintendent of Schools

AGREEMENT TO FURNISH FOOD SERVICE Between a Child Care and Adult Food Program Sponsor and a School District

This Agreement is entered into on this first day of July 2022 by and between
(month) (year)

Tulare County Office of Education Early Childhood Education, hereinafter referred to as the Agency,
(Name of sponsor)

and Tipton Elementary, hereinafter referred to as the Vendor.
(Name of school district)

WHEREAS it is not within the capability of the Agency to prepare specified meals under the
Child and Adult Care Food Program (CACFP) for enrolled participating children; and

WHEREAS, the facilities and capabilities of the Vendor are adequate to prepare and deliver
specified meals to the Agency's facility(ies); and

WHEREAS the Vendor is willing to provide such services to the Agency on a cost
reimbursement basis,

THEREFORE, both parties hereto agree as follows:

THE VENDOR AGREES TO:

1. Prepare and deliver the meals (inclusive/exclusive) of milk to Tipton Child
(Name of site)
Development Center, 370 N. Evans Rd, at Tipton Elementary by 7:40 a.m. for breakfast
(address) (time)
Lunch, and snack each weekday, in accordance with the number of meals requested and
at the cost(s) per meal listed below:
Breakfast\$ 1.27 each Lunch\$ 2.51 each PM Snack \$.69 each
2. Assure the Agency that no Title III(C) Funds have been applied to the cost of or Title(C)
Commodities used for the preparation of these meals.
3. Provide the Agency, for approval, a proposed menu for each month at least seven (7)
business days prior to the beginning of the month to which the menu applies. Any changes

to the menu made after the Agency approval must be agreed upon by the Agency and documented on the menu records.

4. Assure that each meal provided to the Agency under this contract meets the minimum requirements as the nutritional content as specified by the Child and Adult Food Program Meal Pattern, Schedule B (attached) which is excerpted from the regulations 7 CFR Part 226.20, and the Agency's Food Service Policy.
5. Maintain full and accurate records which document: (1) the menus listing all meals provided to the Agency during the term of this contract, (2) a listing of all nutritional components of each meal, and (3) an itemization of the quantities of each component used to prepare said meal. The Vendor agrees to provide meal preparation documentation by using yield factors for each food item as listed in the USDA Food Buying Guide when calculating and recording the quantity of food prepared each meal.
6. Maintain such cost records as invoices, receipts and/or other documentation that exhibits the purchase, or otherwise availability to the Vendor, of the meal components and quantities itemized in the meal preparation records.
7. Maintain on a daily an accurate count of the number of meals, by meal type, prepared for and delivered to the Agency. Meal count documentation must include the number of meals requested by the Agency.
8. Allow the Agency to increase or decrease the number of meal orders, as needed, when the request is made within 1 hour of the scheduled delivery time.
9. Present to the Agency an invoice accompanied by reports no later than the 30th day of each month which itemizes the previous month's delivery. The Vendor agrees to forfeit payment for meals which are not ready within one (1) hour of the agreed upon delivery time, are spoiled or unwholesome at the time of delivery, or do not otherwise meet the meal requirements contained in this Agreement.
10. Provide the Agency with a copy of current health certifications for the food service facility in which it prepares meals for use in the CACFP. The Vendor shall ensure that all health and sanitation requirements of the California Retail Food Code Facilities Law and Chapter 4 of the California Health and Safety Code, are met at all times.
11. Operate in accordance with current CACFP.

12. Retain all required records for a period of three (3) years after the end of the fiscal year to which they pertain (or longer, if an audit is in progress); and upon request to make all accounts and records pertaining to the Agreement available to the Certified Public Accountant hired by the Agency, representatives of the California State Department of Education, the U.S. Department of Agriculture, and the U.S. General Accounting Office for audit or administrative review at a reasonable time and place.
13. Not subcontract for the total meal, with or without milk, or for the assembly of the meal.
14. Provide disposable utensils, (sporkettes and trays) necessary for meal service.
15. If at any time during the school year, the school district is not in session at the same time the child care food program sponsor is in session, a cold lunch which meets the meal requirements will be delivered they day before to be prepared by the sponsor personnel.

THE VENDOR CERTIFIES:

1. The Vendor agency certifies, that in its operation of an Early Childhood Education Food Program, neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the Vendor is unable to certify to any of the statements in this certification, Vendor shall attach an explanation to this proposal. Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510. (Lower Tier)
3. As required by the State Drug-Free Workplace Act of 1990 (Government Code Section 8350 et. Seq.) and the Federal Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610, the recipient agency certifies that it will continue to provide a drug-free workplace.

THE AGENCY AGREES TO:

1. Request by telephone no later than 9:00 a.m. (Time of day, or day of week) -. an accurate number of meals to be delivered to the Agency on each weekday (Specified time frame). Notify the Vendor of necessary increases or decreases in the number of meal orders within 1 hour of the scheduled delivery time. Above time will be susceptible to change when a foggy day schedule is in effect.

2. A breakfast period will be used with service to children at approximately 8:00 a.m. for a full day class. A lunch period will be used with service to children at approximately 11:15 a.m. for a full day class. Snack with service to the children at approximately 2:30 p.m. for a full day class.
3. Ensure that an Agency representative is available at each (delivery/pick-up) site, at the specified time on each specified (delivery/pick up) day to receive, inspect and sign for the requested number of meals. This individual will verify the temperature, quality, and quantity of each meal service delivery. The Agency assures the Vendor that this individual will be trained and knowledgeable in the record keeping and meal requirements of the CACFP and in health and sanitation practices.
4. Provide personnel to serve meals, clean the serving and eating areas, and assemble transport carts and auxiliary items for pick-up by the vendor no later than 1:00 p.m.
(Negotiable time frame but should be no longer than 24 hours)
5. Notify the Vendor with three (3) days of receipt of the next month's proposed menu of any changes, additions or deletions which will be required in the menu request.
6. Provide the Vendor with a copy of 7 CFR Part 226; the Child and Adult Care Food Program Meal Pattern. Schedule B; and all other technical assistance materials pertaining to the food service requirements of the CACFP. The Agency will, within 24 hours of receipt from the State Agency, advise the Vendor of any changes in the food service requirements of the CACFP.
7. Actual served meals will be reported at point of service on the Agency's form mandated by the State Child Care Nutrition Program and this number will be used for all reporting.
8. The Agency will be billed for and pay for the number of breakfast meals and lunches ordered.
9. Establish data collection procedures which are in accordance with state and federal regulations relating to the overt identification of needy pupil and keep accurate records of the number of free, reduced price, paid and adult lunches served daily.
10. Receive and process all free and reduced-price meal applications, maintain all necessary records to support the above information.

11. Pay the Vendor within 21 days of receipt of the invoice the full amount as presented on the monthly itemized invoice. The Agency agrees to notify the Vendor within 48 hours of receipt of any discrepancy in the invoice.

TERMS OF THE AGREEMENT

This Agreement will take effect commencing July 1, 2022, and shall be for a period of
(First day of contracted service)
one calendar year. It may be terminated by written notification given by either party hereto the other party at least 30 days prior to the date of termination.

IN WITNESS WHEREOF, THE PARTIES WHERE TO HAVE EXECUTED THIS AGREEMENT AS OF THE DATES INDICATED BELOW:


Vendor Official Signature


Agency Official Signature

Stacy Bettencourt
Vendor Official Name (please type)

Tim Hire
Agency Official Name (pleasetype)

Superintendent
Title

Superintendent
Title

(559) 752-4213

(559) 733-6300

5/18/22
Date

5/17/22
Date

7. CONSENT CALENDAR: Action items:

7.5 Agreement with TCOE for Licensed Vocational Nurse (LVN)

For TCOE Office Use	
Vendor #	_____
Req. #	_____
PO #	_____
Contract #	230195

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:

1. **TERM:** This Agreement shall become effective as of August 1, 2022 and shall expire on June 30, 2023.
2. **SERVICES:** SUPERINTENDENT shall provide **Licensed Vocational Nurse** services as set forth: (See attach Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)
3. **COST OF SERVICES:** DISTRICT shall pay SUPERINTENDENT the actual cost of such services to the extent they are allowable of **185 days at 5 hours each day** not to exceed the sum of **\$47,600.69**.
4. **METHOD OF PAYMENT:**
 - a. SUPERINTENDENT must submit itemized invoices to DISTRICT for the cost of the services.
 - b. SUPERINTENDENT is responsible for maintaining verifiable records for all expenditures.
5. **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.
6. **TERMINATION:** Either party may terminate this Agreement without cause by giving sixty (60) 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

Tipton School District
P.O. Box 787
Tipton, CA 93272

By: 
Date: 6/1/22

SUPERINTENDENT

Tim A. Hire, Superintendent
Tulare County Superintendent of Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

By: 
Date: 5/25/22

TCOE Program Information

Contact Person and Phone No.: Christina Rodriguez, Program Manager, (559) 651-0130, ext. 3710
Division: Instructional Services
Program Title: School Health Programs
Budget Number: 010-00040-0-000000-000000-86770-0-0-0

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

EXHIBIT A

SCOPE OF SERVICES

1. RESPONSIBILITIES OF DISTRICT:

The district will provide the Licensed Vocational Nurse the following:

- Access to student health information.
- Access to school workspace and technology with the support of school Information Technology (IT) staff.
- The ability to assist the Credentialed School Nurse with mandated health screenings and follow-ups.
- Allow the LVN the ability to attend the beginning of the school year training hosted by Tulare County Office of Education, School Health Programs.

District agrees to pay Superintendent the sum of **\$47,600.69** for **Licensed Vocational Nurse services** for **185 days at 5 hrs. per day** as provided in this Agreement.

2. RESPONSIBILITIES OF SUPERINTENDENT:

Tulare County Superintendent of Schools will provide the following:

- A qualified staff member(s) to perform Licensed Vocational Nurse services including:
- Provide specialized nursing services to provide insulin administration, gastric tube feedings, catheterizations, and other specialized health care services as assigned.
- Assists the credentialed School Nurse with mandated health screenings and follow-ups.
- Assists in maintaining and dispensing medication to students with prescribed medication.
- Provides first aid care to students.
- Maintains current and accurate health records.
- Licensed Vocational Nursing services that are within their scope of practice per the Board of Vocational Nursing and Psychiatric Technicians and as specified in the Business and Profession Code-Sections 2859 to 2873.
- A Credentialed School Nurse to provide oversight supervision and training of the Licensed Vocational working in an educational setting.

EXHIBIT A

FEE SCHEDULE

The contract total for services to be provided are estimated to be \$47,600.69, including travel or other expenses. 185 days is \$257.30 per day = \$47,600.69

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

7. CONSENT CALENDAR: Action items:

7.6 Agreement with TCOE for Licensed Vocational Nurse (RN)

For TCOE Office Use	
Vendor #	_____
Req. #	_____
PO #	_____
Contract #	230184

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:

1. **TERM:** This Agreement shall become effective as of August 1, 2022 and shall expire on June 30, 2023.

2. **SERVICES:** SUPERINTENDENT shall provide **comprehensive sexual health education services and supervision services of the District licensed vocational nurse** as set forth: (See attach Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3. **COST OF SERVICES:** DISTRICT shall pay SUPERINTENDENT the actual cost of such services to the extent they are allowable of **10 days** not to exceed the sum of **\$10,380.82**.

4. **METHOD OF PAYMENT:**
 - a. SUPERINTENDENT must submit itemized invoices to DISTRICT for the cost of the services.
 - b. SUPERINTENDENT is responsible for maintaining verifiable records for all expenditures.

5. **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.

6. **TERMINATION:** The district shall give sufficient advance notice of the termination of this agreement, so that TCOE may satisfy the reduction of certification staff (California Education Code 44949 and 44955) requirements.

THE PARTIES, having read and considered the above provisions, indicate their agreement by their authorized signatures below.

DISTRICT

Tipton School District
P.O. Box 787
Tipton, CA 93272

SUPERINTENDENT

Tim A. Hire, Superintendent
Tulare County Superintendent of Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

By: _____



Date: _____

6/11/22

By: _____



Date: _____

5/25/22

TCOE Program Information

Contact Person and Phone No.: Christina Rodriguez, Program Manager, (559) 651-0130, ext. 3710
Division: Instructional Services
Program Title: School Health Programs
Budget Number: 010-00040-0-000000-000000-86770-0-0-0

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

EXHIBIT A

SCOPE OF SERVICES

1. RESPONSIBILITIES OF DISTRICT:

The District agrees to provide the following information to the designated School Nurse and abide by the following:

- Access to school technology with the support of school Information Technology (IT) staff.
- Access to a current bell schedule for all grades.
- Access to students, facility space, technology support and ability to make copies of handouts for student sexual health education.
- Provide reasonable access to classroom or facility space that will be conducive to learning for students and parent preview.
- Collaborate with School Nurse in scheduling parent preview and classroom instruction for sexual health education.
- Provide a classroom teacher that can observe all student classroom instruction provided by the School Nurse as it relates to sexual health education.
- Assist School Nurse in distributing parent notification letters at a minimum of 14 days prior to classroom instruction.
- Inform School Nurse of any parent/guardian letters received that “opt-out” their student for sexual health education. The school will not provide any standard form for parents/guardians to use to “opt-out” their student out of instruction.
- Districts may not refer to the District Licensed Vocational Nurse (LVN) as the “school nurse”. Per Education Code 49426, A school nurse is a registered nurse currently licensed under Chapter 6 (commencing with Section 2077) of Division 2 of the Business and Professions Code, and who has completed the additional educational requirements for, and possesses a current credential in, school nursing pursuant to Education Code Section 44877.
- Ensure the District LVN is working within their scope of practice per the Board of Vocational Nursing and Psychiatric Technicians and as specified in the Business and Profession Code-Sections 2859 to 2873. In the educational setting LVN’s work under direction of a Registered Nurse holding a Credential in School Nursing.
- The District will ensure the District LVN maintains a current LVN licensure in the state of California, current CPR certification and current First AID Certification.

EXHIBIT A

- The District will allow the District LVN the opportunity to attend the beginning of the school year training hosted by Tulare County Office of Education, School Health Programs.
- Access to the District LVN for supervision and training purposes when the School Nurse is working in the district.
- Clinical support from District LVN when the School Nurse is conducting school health screenings and other student health services.
- Provide ongoing collaboration support between District LVN and the School Nurse.
- District LVN is responsible in keeping the School Nurse informed of new or changes in student health in their District.
- Access to staff, facility space, technology support and ability to make copies of handouts for health trainings on an ongoing basis.
- It is the responsibility of the District to find a qualified district employed substitute when their District LVN is absent and/or on any type of leave.

District agrees to pay Superintendent the sum of **\$10,380.82** for **Health/School Nursing services related to sexual health education** for 10 days as provided in this Agreement.

EXHIBIT A

2. RESPONSIBILITIES OF SUPERINTENDENT:

Tulare County Superintendent of Schools will furnish the following:

- A qualified staff member(s) pursuant to Education Code section 44872, 44267.5, and 44877 to perform health/school nursing services related to sexual health education.
- School Health Programs will review and adopt a sexual health curriculum that meets California Healthy Youth Act, California Education Code (EC) sections 51930-51939, utilizing a program review process and the compliance assessment tool completed by the Adolescent Sexual Health Work Group (ASHWG).
- School Nurse will collaborate with the District in the planning and scheduling of sexual health education parent preview and classroom instruction during the school year.
- The School Nurse will collaborate with the District as to what the District LVN's scope of practice is working in the educational setting.
- The School Nurse will determine the level of supervision of the LVN as immediate, direct, or indirect, based on school nurse's professional judgment, health status of student and complexity of task.
- The School Nurse will determine level of health care required by student based on the following factors: routine for pupil; poses little potential harm for pupil; performed with predictable outcomes; and does not require a nursing assessment, interpretation or decision making.
- Providing training, supervision and oversight of district Licensed Vocational Nurses that assist students with medication, first aid, and/or student specialized health procedures.
- Notify the District of the date and time of annual training for LVN's that is hosted by Tulare County Office of Education, School Health Programs.

FEE SCHEDULE

The contract total for services to be provided are estimated to be \$10,380.82, including travel or other expenses. 10 days is \$1,038.08 per day = \$10,380.82.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

7. CONSENT CALENDAR: Action items:

7.7 Facilities and Field Trip Requests

TIPTON ELEMENTARY SCHOOL DISTRICT
APPLICATION FOR USE OF SCHOOL FACILITIES
(APPLICATION MUST BE FILED AT LEAST ONE WEEK IN ADVANCE)

1. NAME OF SPONSERING ORGANIZATION

BEAUTIFICATION COMMUNITY

2. PERSON RESPONSIBLE ESTELLA BRAVO

ADDRESS

DATE OF APPLICATION 5/23/22 PHONE 559.736.6332

3. ROOM OR FACILITIES DESIRED COMMUNITY ROOM

DATE(S) SECOND MONDAY OF EACH MONTH TIME(S) 6PM - 7PM

SERVICES OR ITEMS REQUESTED TABLES AND CHAIRS

FACILITIES TO BE USED FOR ADDRESSING TOWN NEEDS AND FUNCTIONS

STATEMENT OF INFORMATION

The undersigned states that, to the best of his/her knowledge, the School Property for the use of which application is hereby made will not be used for the commission of any act which is prohibited by law, or for the commission of any crime, including, Penal Code, or section 40056 of the Ed. Code. I hereby certify (or declare) under penalty of perjury that the foregoing is true and correct.

I have read the statement of Information in its entirety and agree to the conditions required for the use of the above facility request(s).

Certificate of Liability Insurance attached _____

Approved _____ Disapproved _____ Rental Fee _____ Deposit Fee _____

Signature TBHP Treasurer Estella Bravo

Superintendent or Designee _____

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Mrs. Jenny GRADE Kinder & TK & 1st grade

CLASSES ATTENDING _____

DATE OF TRIP 06/23/22 NUMBER OF PUPILS 20 ADULTS 2

DESTINATION Imagine U in Visalia

BUS TO LEAVE SCHOOL AT 12:30pm RETURN AT 4pm

BUS ROUTING AND STOPS

210 North Tipton Street
Visalia CA, 93292

USE THE BACK OF THIS PAPER IF ROUTNING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: Imagine U museum will provide

an excellent opportunity for K & TK to use their imagination in wonderful ways.

OTHER INFORMATION/STAFF CHAPARONE REQUEST: _____

COST \$ 350.00

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES _____ NO HOW MANY _____

CAFETERIA LUNCHES NEEDED FOR ADULTS: YES _____ NO HOW MANY _____

SIGNATURE OF TEACHER IN CHARGE [Signature]

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT _____

7. CONSENT CALENDAR: Action items:

7.8 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**

1. Program Name: Tipton Elementary	2. Sub-award Number: 999003917
3. Sub-award Effective Date: 7/01/2022	4. Sub-award Expiration Date: 6/30/2023
5. Sub-recipient Contact Name and Information: Mrs. Stacey Bettencourt Superintendent sbettencourt@tipton.k12.ca.us 559-752-4213	6. Save the Children Contact Name and Information: Cloe Chambers State Director cchambers@savechildren.org
7. Total Obligated Amount: \$81,567	

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:

10. Sub-recipient Authorized Representative: DocuSigned by: BY: <u>Stacey Bettencourt</u> <small>7385ED347730432...</small> Mrs. Stacey Bettencourt TITLE: Superintendent DATE: <u>6/3/2022</u>	11. Save the Children Federation, Inc. Authorized Representative: DocuSigned by: BY: <u>Cloe Chambers</u> <small>37E0FFFE474C4D4...</small> Cloe Chambers TITLE: State Director DATE: <u>6/3/2022</u>
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I Definitions and Scope of the Agreement

(a) **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 Program(s) at **Tipton Elementary**. It is agreed that the funding set forth in this agreement will be used exclusively for achievement of the Program objectives.

(b) **Definitions.** In addition to any term which is defined in a Section of the Agreement, the following terms shall have the definitions provided below:

- i. **"Budget"** means the budget for the Program(s) in Appendix 2 as varied or amended in accordance with Section 6;
- ii. **"Days"** means calendar days
- iii. **"Donor"** means the entity specified as donor in Section 7 of the Cover Sheet (as applicably noted)
- iv. **"Program(s)"** means the project or program specified in Section I of the Cover Sheet and Appendix I;
- v. **"Sub-award"** means the sub-award to be made by SCUS to the Sub-recipient on the terms set out in the Agreement;
- vi. **"Sub-award Effective Date"** means the date specified as the start date in Section 3 of the Cover Sheet;
- vii. **"Sub-award Expiration Date"** means the 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;
- viii. **"Total Obligated Amount"** means the total amount of the Sub-award specified in Section 7 of the Cover Sheet;
- ix. **"Year"** means the period 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 Sub-award Expiration Date.

(c) **Total Sub-award Amount**

SCUS shall make the Total Obligated 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) **Gifts-in-kind**

SCUS is actively pursuing gift-in-kind contributions ("GIK") which may replace Total Obligated Amount included in the Program budget. Should SCUS secure GIK, it will be passed through to the partnering organization and the dollar amounts of such GIK will be removed from the Total Obligated Amount of the Program. 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:

X Appendix 1 - Program documents

	I.a. School Age Program Components – Afterschool and In-School
	I.b. Foster Grandparent Program Expectations
	I.c. SummerBoost Camp Program Component
	I.d. KinderBoost Program Component
X	I.e. Early Steps to School Success Program Component
	I.f. Sponsorship Program Expectations
	I.g. Community Engagement Program Expectations
X	I.h. Data Use Agreement and Consent to Release Confidential Student Education Records
X	I.i. Technology System Requirements
X	I.j. Partner plan
N/A	I.k. Donor Conditions

X Appendix 2 - Program(s) Budget

X Appendix 3 – Save the Children Child Safeguarding Policy (as updated and revised from time to time)

X Appendix 4 – Save the Children Code of Ethics and Business Conduct (as updated and revised from time to time)

X Appendix 5 – Save the Children Zero-Tolerance Fraud Policy (as updated and revised from time to time)

X Appendix 6 – Save the Children Social Media Policy (as updated and revised from time to time)

X Appendix 7 – Save the Children Conflict of Interest Policy (as updated and revised from time to time)

X Appendix 8 – 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 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 Program(s) as described in the Program Plan (Appendix 1);
- (iv) Engage in other monitoring activities necessary to effectively oversee this sub-Agreement which may include on-site visits to observe Program activities, financial monitoring, periodic implementation meetings and other measures necessary to monitor activities under this sub-award. SCUS will provide a minimum of one week prior notification when possible for Program site visits. SCUS reserves the right to conduct unannounced site visits if it is deemed necessary to ensure 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 Program(s) as described in Appendix 1, including planning, implementation, reporting and monitoring Program(s) activities;

(ii) Be responsible for the financial management and administration of the 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 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 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 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) When required by SCUS, clearly state in all external communications, including printed material referring to the Program(s), that it is funded by SCUS and/or the Donor. Additionally, any public 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 written authorization by SCUS. The Sub-recipient shall not use the names or logos of SCUS without the prior 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 visits from SCUS or the Donor in connection with this Sub-Agreement.

(vii) Following all Policies included in the Appendices

(c) Roles and Responsibilities of the Parties

During the implementation of the Program(s) each Party 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 Obligated Amount will be used in accordance with the Program(s) Budget (Appendix 2).

(ii) SCUS allows 10% line item flexibility within the Total Obligated 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 is not required to reimburse the Sub-recipient for any costs in excess of the Total Obligated Amount.

(iv) SCUS shall make periodic payments to the Sub-recipient as detailed in the sections below. All payments to the Sub-recipient will be made via direct deposit or check in the name of the Sub-recipient as follows: **Tipton Elementary School District**. Payments will generally be issued within 30 days of receipt of an acceptable report generated from the Sub-Recipient's internal accounting software.

01. Sub-recipient will receive reimbursement payments as follows:

Sub-recipient will receive a reimbursement of expenses following the receipt of approved in-system financial reports.

Sub-recipient should submit in-system financial reports according to the reporting schedule outlined in Section 8(b) of this Agreement.

02.

SCUS will make two advance payments to the Sub-recipient based on the approximate installment 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 in-system financial reports. An acceptable balance of funds for the Sub-recipient will be 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 st Advance	35% of Total Obligated Amount	<ul style="list-style-type: none"> • Signed agreement • Certificate of liability insurance
2 nd Advance	45% of Total Obligated Amount	<ul style="list-style-type: none"> • 80% of cumulative funds received spent • 1st and 2nd quarter financial report
Final Payment	Reimbursement up to 100% of Total Obligated Amount	<ul style="list-style-type: none"> • Program completed • All reports/data submitted • 3rd and 4th quarter financial report • Reimbursement of balance of obligated amount due based on actual, approved, allowable financial reported expenditures within the sub-award term.

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 approved by 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 Program, SCUS will meet 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 Program. Any significant underspending that cannot be utilized for the remaining Program 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 Program Plan, SCUS reserves the right to delay the transfer of funds by the delay period.

(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 Program(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;
- (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 is remitted 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 **\$10,080** to the Program. It is expected that Sub-recipient make every effort to meet this cost share amount during 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 Sub-recipient requests an amendment to extend the duration of the Program(s) or increase 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 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 Program(s). Changes to the Budget require the prior written approval of SCUS.

Budget amendments are typically recommended (although not limited to) for the following conditions:

01. total Sub-award budget is projected to be overspent;
02. projected underspend of the total budget that is greater than 5%;
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 Program-specific, external audit at the end of the Program. The audit must be conducted by an external audit firm approved by SCUS. If Program-specific audit is required, the audit fee is an allowable cost under this Sub-award. The Sub-recipient may request additional funds to cover audit fees which may 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. Sub-recipient's 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 (7) 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 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 will be provided access to any documents, papers, or other records of the Sub-recipient which are pertinent to the Sub-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) Program Progress Reporting

- (i) Program 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 Program is active.
- (ii) In addition to updating the Monitoring and Evaluation system, all Sub-recipients implementing Literacy programming must submit Accelerated Reader Diagnostics to SCUS on the first working day of each month.
- (iii) Should Program progress reports be missing from the Monitoring and Evaluation system, SCUS reserves the right to delay advance or reimbursement payments.

(b) Financial Reporting

In-system financial reports shall be uploaded to the Sub-recipient Reporting Portal according to the following periods and due dates:

CHECK AS APPROPRIATE

Quarterly Reporting (add a check box similar to advance vs reimbursement)

Quarter 1 – July 1, 2022 to September 30, 2022 – report due **October 14, 2022**

Quarter 2 – October 1, 2022 to December 31, 2022 – report due **January 10, 2023**

Quarter 3 – January 1, 2023 to March 31, 2023 – report due **April 14, 2023**

Quarter 4: Final Report – April 1, 2023 to June 30, 2023 – report due **July 14, 2023**

Monthly Reporting

July 1-July 31, 2022– report due **August 10, 2022**

August 1-August 31, 2022– report due **September 12, 2022**

September 1-September 30, 2022– report due **October 10, 2022**

October 1-October 31, 2022– report due **November 10, 2022**

November 1-November 30, 2022– report due **December 12, 2022**

December 1-December 31, 2022– report due **January 10, 2023**

January 1-January 31, 2023– report due **February 10, 2023**


February 1-February 28, 2023– report due **March 10, 2023**

March 1-March 31, 2023– report due **April 10, 2023**

April 1-April, 2023– report due **May 10, 2023**

May 1-May 31, 2023– report due **June 12, 2023**

June 1-June 30, 2023 – report due **July 10, 2023**

Initial: 
Cassandra Cunha

The in-system financial reports will be reviewed 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 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 Sub-recipient shall provide a revised final in-system financial report 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 implementation for the Sub-recipient.
02. Expenditures shall 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 that reporting period.
03. The financial report should 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 be sorted

by program and each program section should identify costs associated with each expense classification listed 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: Program funds received Less: Actual cumulative expenditures Equals: Program 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
Lead Associate
malbers@savechildren.org

(c) Other Reporting

Interim financial and/or Program progress reports may be requested by SCUS to meet the reporting requirements of the Donor 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 Program activities. Acceptable timekeeping practices must 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 participation in the 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(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, 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 authorized 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) SCUS shall not be liable to Sub-recipient for:

- (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 support to the Sub-recipient for implementation of the Program or for any other purposes. This provision shall survive the termination of this Agreement.

(d) Applicable Law

This Agreement shall be governed by and construed in accordance with the laws of the State of Connecticut. The parties shall settle any controversy or claim arising out of or relating to this Agreement, or the breach thereof, by binding arbitration in the state of 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 laws (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 Terms and Conditions (attached as Appendix I.k) 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 use such Confidential Information for any purpose other than performance of this Agreement or disclose such Confidential Information, directly or indirectly, to any other person, without in each instance the prior written consent of the other Party.

(g) Anti-Corruptions Laws. Neither party shall perform any actions that are prohibited by local and other anti-corruption laws (including the U.S. Foreign Corrupt Practices Act, collectively "Anti-Corruption Laws") that may be applicable to one or both parties to the Agreement. Without limiting the foregoing, neither party shall make any payments, or offer or transfer anything of value, to any government official or government employee, to any political party official or candidate for political office or to any other third party related to the transaction in a manner that would violate Anti-Corruption Laws.

- (h) **Sanctions.** Sub-recipient represents, covenants, and confirms that it is aware of and understands the economic or financial sanctions or trade embargoes imposed, administered or enforced from time to time by the U.S. government, including those administered by the Office of Foreign Assets Control of the U.S. Department of the Treasury (“OFAC”) or the U.S. Department of State (“Sanctions”), and the U.S. Export Administration Regulations (“EAR”), the U.S. Anti-Boycott regulations (collectively, the “Trade Control Laws”). Sub-recipient undertakes to refrain from any activity that would constitute a violation by Sub-recipient, SCUS or their personnel of any applicable Trade Control Laws, or any other applicable law regardless of U.S. jurisdiction over such activity. Sub-recipient further represents, covenants, and confirms that, at all times during the term of this Agreement, it will keep itself apprised of any amendments, changes or other modifications to the Trade Control Laws.
- (i) Sub-recipient warrants and covenants that, during the Term, Sub-recipient and none of its employees, agents, representatives, owners or shareholders who act for or on behalf of Sub-recipient are (or will become while such a Personnel, owner or shareholder) the target of any applicable Sanctions and that, if at any time during the Term and to the knowledge of Sub-recipient, any such persons become the target of applicable Sanctions, then Sub-recipient will promptly inform SCUS of this event in writing. Such written notification is to be provided so that SCUS and Sub-recipient may consult to determine in good faith whether such circumstance may constitute a violation of applicable law on the part of SCUS.
 - (ii) Sub-recipient shall not use any proceeds in connection with this Agreement for the purpose of funding, financing or facilitating any activities, business or transaction of or with any person targeted by applicable Sanctions or in any country that is the target of Sanctions, or in any other manner that would result in the violation of any applicable Trade Control Laws.

(i) Compliance with SCUS Policies

(i) Child Safeguarding Policy

Sub-recipient agrees to comply with either: (a) the SC USA Child Safeguarding Policy, which can be found at http://www.savethechildren.org/site/c.8rKLIXMGlpI4E/b.9364821/k.A2E4/Terms__Conditions.htm (the “Child Safeguarding Policy”) (also attached as Appendix 3); or (b) Sub-recipient's internal policy that is substantially similar to SCUS's Child Safeguarding Policy and approved by SCUS. The Child Safeguarding Policy defines prohibited conduct and, among other things, requires Sub-recipient to: (a) take preventive measures, including requiring compliance by subcontractors, agents, and employees, (b) promptly report any actual or suspected violation to SCUS, and (c) take appropriate corrective measures when necessary. 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.

All sub-recipients are required to participate in mandatory Child Safeguarding training. There are two separate training modules. First, 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. Second, all sub-recipients 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.

(ii) Zero-tolerance Fraud Policy

The Sub-recipient represents that its responsible officer(s) have received and reviewed (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) Informing Sub-recipient staff of these policies
- (b) Promptly report to SCUS any credible information or allegation of fraud, bribery, or corruption relating to its work with SCUS:
 - a. 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) 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.

(iii) Code of Ethics and Business Conduct; Social Media Policy

The Sub-recipient agrees to abide by the SCUS' Code of Ethics and Business Conduct (Appendix 4), and (b) SCUS Social Media Policy (Appendix 6), and all Sub-recipient staff should be informed of this policy.

(iv) Conflict of Interest


The Sub-recipient agrees to abide by the SCUS' Conflict of Interest Policy (Appendix 7). SCUS requires that all conflicts of interest involving employees (or the families of employees) be disclosed in writing to the Program Specialist. All Sub-recipients should have and maintain a copy of their own Conflict of Interest policy and it should be available upon request from SCUS.

(v) Reporting Concerns. 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

(j) 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 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. 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 Use:** 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 persons are minors before publishing photos in reports or materials generated under this Agreement.

(k) 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 (Appendix I.k)
- (ii) Sub-Agreement Terms and Conditions
- (iii) Program Budget
- (iv) Program Plan

(l) Prior Approvals

- (i) Any changes to the terms and conditions of this Sub-agreement must be in writing and agreed upon by both parties.
- (ii) The Sub-recipient shall not enter into any sub-award agreement without the prior written authorization and approval of SCUS.

(m) 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 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 Section O (Procurement). In addition, the Sub-recipient shall be solely liable for the loss or theft of any Sub-agreement funds held in cash by the Sub-agreement 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.

(o) Procurement

Sub-recipient shall follow its organization's 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) Procurement of 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 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) 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.j) 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 may 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) This sub-award may not be used to fund the purchase of capital assets with a value of \$5,000 or greater without SCUS' prior written approval.

(v) Any procurement and resulting expenditure towards this Sub-award that is deemed to be inappropriate according to the Program 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.

(p) 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 wilful 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 such laws or failure to secure such 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) 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 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 material 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 from the Donor.
- (iv) For any reason, the Sub-recipient is unable to continue with the implementation of the Program 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) Force Majeure

"Force Majeure" is defined as 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, pandemic, epidemic, 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 Sub-agreement shall be terminated without further liability to either party.

(d) 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.

(e) Duties Upon of Termination

Upon Sub-recipient's written request, SCUS will return or destroy all Identifiable Student Data within its possession or control, unless it is required to be retained pursuant to applicable law, or it is impracticable to delete because it is held electronically 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 delegate or 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.

Attachment 2-Scope of Work and Additional Partnership Requirements
Save the Children Subgrant Agreement

**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.
 - 11) Caregivers who may require supplemental services after their child reaches 3 years old will be given resources and tools to meet their child's needs

Partner Site Responsibilities:

Attachment 2-Scope of Work and Additional Partnership Requirements
Save the Children Subgrant Agreement

- 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.
- (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.

Attachment 2-Scope of Work and Additional Partnership Requirements
Save the Children Subgrant Agreement

- 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.
- 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.
 - If the individual is not trained in administering and scoring the PPVT, Save the Children will provide training.
 - A formal written assessment report is not required, only the completion of the PPVT score sheet.
 - A qualified PPVT examiner would include individuals with experience working with children and conducting assessments.
- Complete PPVT or PLS testing on all eligible 3 and 5 year olds.
 - The Early Childhood Coordinator will provide a list of children needing to be tested throughout the year.
 - The Early Childhood Coordinator will work with families and the PPVT examiner to schedule testing.
- 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.

Attachment 2-Scope of Work and Additional Partnership Requirements
Save the Children Subgrant Agreement

- 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 3rd 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.
 - 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
Computer	There must be at least one PC available on site. Save the Children applications do not run on Apple computers.
Web Browser	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>
Operating System	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>
Processor & RAM	Follow minimum requirements for your operating system
Screen Resolution	1280x720 or higher
Printer(s)	Required
Internet Connection	Broadband Internet Connection (DSL, Satellite, or Cable)
Other Requirements	<ul style="list-style-type: none"> • Excel 2007 or higher • JavaScript should be turned on in the browser for best user interface experience

Appendix 1: Renaissance Place Technical Recommendations

Renaissance Place™ Technical Recommendations: Client Workstation Recommendation

- ▶ 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 v10.6 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, STAR student testing will no longer be supported in Safari 5.1.
- ▶ As of July 2016, Windows 10, Macintosh OS X v10.11, 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 ^a	Internet Explorer 10.x–11.x ^b , Firefox 27.0 or later, or Chrome 26 or later	Internet Explorer 9.x or Firefox 14.x–26.x	Safari 6.0–9.1, Firefox 27.0 or later, or Chrome 26 or later	Safari 5.1 ^c or Firefox 14.x–26.x
Operating System ^d	Windows 7–10	Vista	OS X v10.7–v10.11	OS X v10.6 ^e
Screen Resolution	1024 × 768 display resolution	1024 × 600 display resolution	1024 × 768 display resolution	1024 × 600 display resolution
Internet Connection	Broadband Internet connection (DSL, satellite, or cable)			
Mobile Devices	<p>Chromebooks</p> <ul style="list-style-type: none"> ▶ 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. <p>iOS Native Apps</p> <ul style="list-style-type: none"> ▶ Accelerated Reader on iOS: iPad®, iPod touch®, or iPhone® running iOS 5.x or later. https://itunes.apple.com/us/app/accelerated-reader/id440734561 ▶ Accelerated Reader 360 on iOS: iPad® 2+ running iOS 8.x or later. https://itunes.apple.com/us/app/accelerated-reader-360/id948069576 ▶ 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. <p>NEO 2 (an eLearning device from Renaissance Learning)</p> <ul style="list-style-type: none"> ▶ Accelerated Reader SmartApplet: NEO 2 and NEO Manager. ▶ KeyWords RP Reports: NEO 2 and NEO Manager, and KeyWords SmartApplet 3.3 or later. ▶ MathFacts in a Flash SmartApplet: NEO 2 and NEO Manager. ▶ Responder SmartApplet: NEO 2 and Renaissance Responder Scoring Software. <p>Tablets</p> <ul style="list-style-type: none"> ▶ 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. ▶ STAR testing is supported using a web browser on tablets 7" or larger. Students must use Safari 6 or later, Chrome 23 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. ▶ 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. 			
Components	<ul style="list-style-type: none"> ▶ Adobe Reader 9 or later^g ▶ Adobe Flash Player 10.0 or later^g ▶ RLI Print Plug-In (only used in Accelerated Math) 			

(table continued on next page)

- Follow the recommended requirements when accessing the Accelerated Reader student interface, Accelerated Math student interface, Accelerated Math 2.0 teacher functions, Accelerated Math Instructional Practice, 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 v10.6 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 Place—Technical Recommendations: Client Workstation Recommendation

Client	Windows		Macintosh	
	Recommended	Minimum	Recommended	Minimum
Other	<ul style="list-style-type: none"> ▶ 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 NEO 2. ▶ 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. ▶ Accelerated Reader Recorded Voice Quizzes, English in a Flash, STAR Early Literacy, and STAR Math with Audio support: Sound card and headphones or speakers. 			

Additional Client Requirements and Recommendations

- ▶ ActiveX controls and plug-ins 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 Renlearn Print Plug-In. The AccelScan application is required if scoring Accelerated Math or Accelerated Math 2.0 paper assignments using a scanner. Renaissance Responder Scoring Software must be installed on teachers' computers if students are using NEO 2s 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/11065065e.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 caches 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 *.renlearnrp.com and *.renaissance.com. For a complete list of Renaissance Learning resources used by Renaissance Place, see Knowledge Base article #9945206 <http://support.renaissance.com/techkb/techkb/9945206e.asp>.
 - ▶ Allow inbound and outbound HTTP and HTTPS communication access to ajax.googleapis.com (hosted by Google) and 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 #4751376 <http://support.renaissance.com/techkb/techkb/4751376e.asp> for more information.
- ▶ Verify you have adequate bandwidth to support task usage estimates. See Knowledge Base article #9943205 <http://support.renaissance.com/techkb/techkb/9943205e.asp>.
- ▶ The AccelScan application is required if scoring Accelerated Math or Accelerated Math 2.0 paper assignments using the scanner. Scanner warranty information can be viewed online in the *AccelScan User's Guide*, available at <http://doc.renlearn.com/KMNet/R00324104GF2920.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) 338-4204



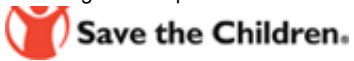
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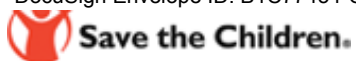
Approved Plan Report

Run Date:

6/1/2022

Program Year:	2022-2023
State:	California
Site:	Tipton Elementary
Approval Date/Time:	May 23 2022 12:36AM

Plan Page Name	Plan Heading Name	Question	Response
Site Details	<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		
	<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 Details	<i>Fiscal Agent Details</i>	Fiscal Agent	Tipton Elementary School District
		Fiscal Agent Relationship for this Plan	Sub award
		Address 1	370 N. Evans Road
		Address 2	

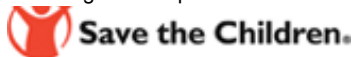


Approved Plan Report

Run Date:

6/1/2022

Fiscal Agent Details	<i>Fiscal Agent Details</i>	Address 3	
		City	Tipton
		State	California
		Zip	93272
District Dates	<i>District Date Details</i>	First Day of School	08/08/2022
		Last Day of School	06/02/2023
		Fall Break From	11/21/2022
		Fall Break To	11/25/2022
		Winter Break From	12/19/2022
		Winter Break To	01/07/2023
		Spring Break From	03/13/2023
		Spring Break To	03/17/2023
		Other Breaks/Holidays	
State Testing Dates			
Plan General Questions	<i>General Interest Questions</i>	I have read and agree to the Technology Requirements for USP Systems	Yes
		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.	No
	<i>General Family Engagement Questions</i>	Does your school have goals and objectives related to Family Engagement included in your School Improvement Plan?	Yes
		Additional Comments (Type N/A if you answered No or N/A above)	Family Engagement goals are embedded in the district's LCAP plan.
		Does your school currently employ a staff person, such as a Family Resource Coordinator or Home School Liaison/Coordinator, responsible for leading Family Engagement?	Yes
		If Yes above, please enter this persons role/title (Type N/A if you answered No or N/A above)	Family Engagement is built into multiple positions at the district. The Early Childhood Coordinator
<i>Emergency Preparedness</i>	Does your school have a multi-hazard plan (i.e., a plan for a variety of hazards or disasters)?	Yes	
	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	

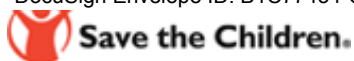


Approved Plan Report

Run Date:

6/1/2022

Plan General Questions	<i>Emergency Preparedness</i>	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?	Yes
		What resources (e.g., supplies, technical expertise, training) would MOST help your school get better prepared for disasters or emergencies?	Training and Technical support is always appreciated on best practices. The district also takes part
		What is your top safety, security, and/or disaster preparedness concern(s)?	Fires and Active Shooter
		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?	California State Dept. of Education, Federal and private funds
		What disasters/hazards do you feel your school is LEAST prepared for?	Nuclear and Active Shooter
		What disasters/hazards do you feel your school is MOST prepared for?	Fire and Earthquake
		Does your school have a plan for how to reunite children with their families after a disaster?	Yes
		How often do you practice a drill (e.g., fire, tornado, earthquake) during the school year?	Once a month
Site Demographics	<i>Projected Number of Children at Site for Program Year</i>	# Females	261
		# Males	268
		Total School Population	529
		Pre-K	14
		K	47
		Grade 1	56
		Grade 2	41
		Grade 3	65
		Grade 4	58
		Grade 5	53
		Grade 6	62
		Grade 7	73
		Grade 8	60
		% of Students Eligible for free/reduced lunch	100
		Is there a summer program other than Save the Children's at your school?	Yes
	If Yes, Please Describe	There will be a summer program offered to Tipton Students.	
<i>RL Licenses</i>	# STAR Early Literacy Licenses Needed		
	# STAR Reading Licenses Needed		

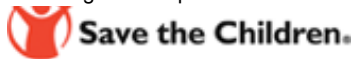


Approved Plan Report

Run Date:

6/1/2022

Site Demographics	RL Licenses	# Accelerated Reading Licenses Needed	
Early Steps to School Success	<i>Program Description and Requirements</i>	I have read and agree to the Program Description and Requirements	Yes
	<i>Early Step to School Success</i>	# 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	
	<i>Home Visiting Program</i>	# 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	
	<i>Book Bag Exchange Program</i>	# 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	
	<i>ESSS Notes</i>	Notes	
	<i>Home Visiting Program Operations</i>	Start Date	07/01/2022
End Date	06/30/2023		
<i>Book Bag Exchange Program Operations</i>	Start Date	08/01/2022	
End Date	05/30/2023		
Frequency of Book Bag Exchange	Every Other Week		
Please explain how the Book Bag Exchange Program will work at your Site	Will continue to partner with local head start on campus.		

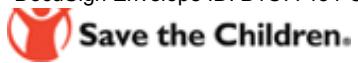


Approved Plan Report

Run Date:

6/1/2022

Budget Summary	<i>In-School Literacy</i>	SC Funded	
		Site Funded	
		Combined	
	<i>Afterschool Literacy</i>	SC Funded	
		Site Funded	
		Combined	
	<i>Afterschool Healthy Choices</i>	SC Funded	
		Site Funded	
		Combined	
	<i>ESSS</i>	SC Funded	81567
		Site Funded	10080
		Combined	91647
	<i>SummerBoost Camp</i>	SC Funded	
		Camp Site Funded	
		Combined	
	<i>Sponsorship</i>	SC Funded	
		Site Funded	
		Combined	
	<i>Community Engagement</i>	SC Funded	
		Site Funded	
		Combined	
	<i>Literacy Book</i>	SC Funded	
		Site Funded	
		Combined	
<i>Total Site</i>	SC Funded	81567	
	Site Funded	10080	
	Combined	91647	
Site Classifications	<i>21st Century Information</i>	Funded by 21st Century Grant?	No
		Did Save the Children contribute to the writing of the grant?	
		Did Save the Children apply as the lead recipient?	



Approved Plan Report

Run Date:

6/1/2022

Site Classifications	<i>KinderBoost</i>	Is this Site planning to implement KinderBoost for the program year?	Yes
	<i>Plan Codes</i>	Plan Sub-Award Analysis Code	999003917
	<i>Signers</i>	Authorized Signer	Stacey Bettencourt

PY23

	Save The Children	School Population	529			
Site	Tipton Elementary	estimated daily attendance	In School	After School	Summer Program	ESSS
Fiscal	Tipton Elementary School District					50
State	CA	Cost per child	#DIV/0!	#DIV/0!	#DIV/0!	\$1,832.95
Period From:	7/1/2022					
Period To:	6/30/2023					

I.

Partner Budget						
	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance	
In School						
Total In School Cost	\$0.00	\$0.00	\$0.00			\$0.00
After School Literacy						
Total After School Literacy Cost	\$0.00	\$0.00	\$0.00			\$0.00
After School Healthy Choices						
Total After School Healthy Choices Cost	\$0.00	\$0.00	\$0.00			\$0.00
Summer						
Total Summer Cost	\$0.00	\$0.00	\$0.00			\$0.00
ESSS						
Total Budget	\$0.00	\$0.00	\$0.00			\$0.00
Personnel Cost						
Certified Staff	\$0.00	\$0.00	\$0.00			
Classified Staff	\$48,378.00	\$42,878.00	\$5,500.00	General Fund		
Fringe	\$36,767.28	\$32,587.28	\$4,180.00	General Fund		
Total ESSS Personnel Cost	\$85,145.28	\$75,465.28	\$9,680.00			
Program Cost						
Books	\$400.00	\$400.00	\$0.00			
Materials and Equipment	\$3,700.00	\$3,300.00	\$400.00	General Fund		
Training and Travel and Other	\$2,402.00	\$2,402.00	\$0.00			
Total ESSS Program Cost	\$6,502.00	\$6,102.00	\$400.00			
Total ESSS Cost	\$91,647.28	\$81,567.28	\$10,080.00			\$0.00
Sponsorship						
Total Sponsorship Cost	\$0.00	\$0.00	\$0.00			\$0.00
Vroom/ 3-5						
Total Vroom/ 3-5 Cost	\$0.00	\$0.00	\$0.00			\$0.00
Community Engagement						
Total Community Engagement Cost	\$0.00	\$0.00	\$0.00			\$0.00
Total Budget	\$91,647	\$81,567	\$10,080			\$0.00

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
7/1/2022 through 6/30/2023

I. IN-SCHOOL			
		<i>Save the Children:</i>	<i>Cost Share:</i>
TOTAL IN-SCHOOL		\$ -	\$ -

II. AFTER-SCHOOL Literacy			
		<i>Save the Children:</i>	<i>Cost Share:</i>
TOTAL AFTER-SCHOOL		\$ -	\$ -

III. AFTER-SCHOOL Healthy Choices			
		<i>Save the Children:</i>	<i>Cost Share:</i>
TOTAL AFTER SCHOOL Healthy Choice		\$ -	\$ -

IV. SUMMER			
		<i>Save the Children:</i>	<i>Cost Share:</i>
TOTAL SUMMER		\$ -	\$ -

V. EARLY STEPS TO SCHOOL SUCCESS					
Certified staff:					
	#	%	annual salary	<i>Save the Children:</i>	<i>Cost Share:</i>
	@			\$ -	\$ -
	@			\$ -	
	#	per hour	# hours/ day	# days/ year	
	@				\$ -
	@				\$ -
Total Certified Staff:				\$ -	\$ -
Classified staff:					
	#	%	annual salary	<i>Save the Children:</i>	<i>Cost Share:</i>
Early Childhood Coordinator	@	1	100% \$ 48,378.00	\$ 42,878.00	\$ 5,500.00
	@			\$ -	
	#	per hour	# hours/ day	# days/ year	
	@				\$ -
	@				\$ -
Total Classified Staff:				\$ 42,878.00	\$ 5,500.00
Fringe:					
		%	Total Salaries	Cost Share Salaries	<i>Save the Children:</i>
Certified Staff	@		\$0.00	\$ -	\$ -
Classified Staff	@	76%	\$42,878.00	\$ 5,500.00	\$ 32,587.28
Total Fringe:				\$ 32,587.28	\$ 4,180.00
Books					
			Total Cost	<i>Save the Children:</i>	<i>Cost Share:</i>
BBX Replacement Books			\$ 400.00	\$ 400.00	
				\$ -	

				Total Books	\$ 400.00	\$ -
Materials and Equipment						
Materials and Supplies				Total Cost	Save the Children:	Cost Share:
Office Supplies, Parent-Child Group Materials & Snacks				\$ 1,200.00	\$ 1,200.00	
Home Visiting and Remote Learning Materials for Prenatal - 3yrs				\$ 1,200.00	\$ 1,200.00	
Parent Cafes, Workshops, Transitional Groups for 3 & 5 year olds				\$ 1,000.00	\$ 600.00	\$ 400.00
Technology						
2 Recording Devices for PICCOLO Assessment Observations				\$ 300.00	\$ 300.00	
					\$ -	
				Total Materials	\$ 3,300.00	\$ 400.00
Training, Travel, and Transportation						
Training and Travel						
Mileage						
	#	Cost per mile	Total miles/ mo	# months	Save the Children:	Cost Share:
Home Visit Mileage Reimbursement	@ 1	\$ 0.59	200	12	\$ 1,416.00	
Travel to Cluster Meetings, Annual PLG, GIK pick-up and other ESSS related work travel	@ 1	\$ 0.59	140	10	\$ 826.00	
Other						
	#	Cost			Save the Children:	Cost Share:
Travel Training Meals Reimbursement (\$15 x 4 meals)	4	\$ 15.00			\$ 60.00	
Professional Development Training: Early Childhood	1	\$ 100.00			\$ 100.00	
				Total Travel	\$ 2,402.00	\$ -
Other						
Other Costs - if approved	Direct Total	%	Total Cost			Save the Children: Cost Share:
	\$ 81,567.28		\$ -			\$ - \$ -
				Total Other	\$ -	\$ -
					Save the Children:	Cost Share:
TOTAL ESSS					\$ 81,567.28	\$ 10,080.00

VI. Sponsorship						
					Save the Children:	Cost Share:
TOTAL Sponsorship					\$ -	\$ -

VI. Vroom / 3-5						
					Save the Children:	Cost Share:
TOTAL Vroom / 3-5					\$ -	\$ -

VII. Community Engagement						
					Save the Children:	Cost Share:
TOTAL Community Engagement					\$ -	\$ -

					Save the Children:	Cost Share:
TOTAL Budget					\$81,567.28	\$10,080.00



Policies and Procedures Reference No.	CS-01.7a
Policy Title	Policy on Child Safeguarding (“Child Safeguarding Policy” or CSP)
Category	Big 9 Policies
Author	Managing Director, Employee & Child Safeguarding, SCUS
Divisional Lead with Oversight	Chief People & Culture Officer
Approver	Senior Leadership 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 or 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	07/25/2016
Revision date	7/01/2022
Retirement Rationale	N/A

DEFINITION & ACRONYMS

Child or Children¹	Anyone under 18 years of age.
Child Abuse	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.
Child Data	Paper or electronic information containing Personally Identifiable Information (PII) collected for our programmatic or operational purposes. PII is considered confidential and includes sensitive or protected categories, such as health information.
Child Protection	<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.
Child Safeguarding	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.
Child Welfare	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.
Emotional Abuse	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.
Exploitation²	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,

¹ "Child or Children" is not qualified only as a beneficiary child; rather, this term is inclusive of all persons under the age of 18.

² 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"> ▪ domestic servitude (e.g., cleaning, childcare, cooking, etc.) ▪ forced labor (commonly in factories or agriculture) ▪ forced criminal activities such as pickpocketing, begging, transporting drugs, manufacturing drugs, selling pirated merchandise ▪ used for benefit fraud ▪ forced to become a child soldiers or join a gang
Grooming	<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"> a. Favoring the child over others b. Providing the child with rewards or privileges c. Isolating the child from others d. Expressing interest in a child who is particular vulnerable or in need of support (e.g., previous abuse of the child by another) e. Befriending the parents or caretakers who are responsible to protect the child f. Providing the child with alcohol or drugs g. Building intimacy (i.e., having inside jokes or telling the child that nobody understands him/her like the groomer does) h. Threatening, blackmailing, intimidating, or scaring a child by saying the groomer will do something to the child's family or friends
Guest	<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>
Neglect/Negligent Treatment	<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>
Personally Identifiable Information	<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.³</p>

³ 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)



Physical Abuse	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.
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. ⁴
Representative	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.
Sexual Exploitation & Abuse (SEA)	<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.⁵</p>
Social Media	Forms of electronic communication/content used to share information, comments, messages, images, video and other content via a Social Network. ⁶

Save the Children has zero tolerance for Child Abuse.

⁴ Social Media Policy can be found at:

<https://savechildrenusa.sharepoint.com/hr/policylibrary/Documents/Social%20Media%20Policy.pdf#search=social%20media>

⁵ 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.

⁶ See Social Media Policy

POLICIES⁷

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 identities⁸ 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

⁷ 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>

⁸ 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 Guests⁹ 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 screening¹⁰ 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.

⁹ 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.

¹⁰ 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 (MEAL) 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, a.k.a. 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 concerns¹¹. 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, People & Culture HR Business Partner, 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.

¹¹ 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

Training Course	Frequency	Training moment
Child Safeguarding Policy Foundations Training	Upon induction, and then every two years	Within 45 days of induction

MONITORING MECHANISMS

What are you monitoring?	Data source	Action Owner	Escalation levels	Frequency
Relevant Trainings	People & Culture training tracker	People & Culture	Chief who has oversight of the policies and procedures manuals.	Annual

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	Chief People & Culture Officer

VERSION CONTROL

Version number	Version Date	Revisions made
CS-01.7	12/15/2021	Updates to match new titling structure
CS-01.6	10/01/2020	Revisions of existing Child Safeguarding Policy
CS-01.5	02/01/2019	Revision of existing Child Safeguarding Policy
CS-01.4	04/12/2017	Updated Format
CS-01.3	07/25/2016	Revision of existing Child Safety Policy



Policies and Procedures Reference No.	BIG 7.3
Policy Title	Code of Ethics & Business Conduct
Category	Big 9 Policies
Author	Human Resources
Vice President with Oversight	Vice President, Legal and Risk Services
Approver	Senior Management Team
Purpose and Description	<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>
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 <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



Policies and Procedures Reference No.	COMPL-01.4
Policy Title	Zero Tolerance Policy for Fraud, Bribery, and Corruption
Category	Big 9 Policies
Author	Chief Compliance Officer
Vice President with Oversight	Vice President and General Counsel
Approver	Senior Management Team
Purpose and Description	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.
Compliance Requirement	<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
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	May 5, 2015
Revision date	March 5, 2018
Retirement Rationale	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
I. General Compliance with the Zero Tolerance Policy	
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.



II. Prevention and Detection of Fraud Bribery and Corruption	
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.
III. Employee Reporting of Fraud, Bribery and Corruptions Concerns	
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"> • 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. • 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 hotline@savechildren.org • SCUS employees also may file an anonymous report: <ul style="list-style-type: none"> ○ online at http://SavetheChildren.EthicsPoint.com or ○ 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.
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 SCI 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 SCI)

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"> • 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 • 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. <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.
VII. Consequences for Violations	
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 hotline@savechildren.org 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 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.



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- 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: 21st 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

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).

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 ⁱ	Yes for Intl, No for US ⁱⁱ	Yes
Child first name	Yes ⁱ	Yes	Yes
Child last name	No	No	No
Child birth date	Yes for Intl, No for US ⁱⁱ	Yes for Intl, No for US ⁱⁱ	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 ⁱⁱ
General community information	Yes	Yes	Yes
SC national office address	Yes	Yes	Yes
SC field office address	Yes	Yes	Yes

ⁱ 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.

ⁱⁱ 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.



Policies and Procedures Reference No.	BIG 8.1
Policy Title	Conflict of Interest
Category	Big 9 Policies
Author	Deputy General Counsel & Chief Ethics Officer
Vice President with Oversight	General Counsel
Approver	Senior Management Team
Purpose and Description	This policy provides guidance to identify and address conflicts of interest at Save the Children.
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") <input checked="" type="checkbox"/> Interns, Fellows, and Volunteers <input checked="" type="checkbox"/> Board members
Effective date	TBD
Revision date	TBD
Retirement Rationale	Not Applicable



DEFINITION & ACRONYMS

Conflict of Interest	A situation in which an individual has personal interests or loyalties that compete with the interests of Save the Children or could cause the individual to act in a manner that is not in the best interests of Save the Children or the children and families we serve.
Conflicted Person	A member of staff faced with a choice, decision, or opportunity that could present a Conflict of Interest.
Family Member	For purposes of this policy, Family Member means an employee's (i) spouse or domestic partner, and the spouse or domestic partner's parents and siblings; (ii) children, stepchildren, grandchildren, siblings, parents, and the spouses thereof; and any other person living in the same home as the employee.
Decision Maker	The person or group of people who review the disclosure of an actual or potential Conflict of Interest and decide whether the transaction should still proceed. Often, the Decision Maker will be the Conflicted Person's manager. If the Conflict of Interest involves a hiring opportunity, the Senior Director of Talent Acquisition should also be a Decision Maker.
Personal Relationship	A Personal Relationship is any relationship with a Family Member or any other individual formed by a Save the Children employee or Board Member that has the capacity to cause that employee or Board Member to put the interests of that individual or Family Member above the interests of Save the Children or the children and families it serves.
Secondary Work	Work performed for remuneration by a Save the Children employee for an organization other than Save the Children, whether as an employee, consultant, vendor, or otherwise.
Save the Children	Save the Children means Save the Children Federation, Inc., Save the Children Action Network, and Save the Children Head Start.



POLICIES

I. Introduction

At Save the Children, integrity is one of our core values. When acting on behalf of Save the Children, staff and Board Members must put the best interests of the organization and the children and families it serves above their own. This policy provides guidance to identify and address actual and potential conflicts of interest when they arise.

II. What is a Conflict of Interest?

A Conflict of Interest is a situation in which an individual has personal interests or loyalties that compete with the interests of Save the Children. In the context of our work, a Conflict of Interest may exist if an individual has Personal Relationships or interests that could cause them to act in a manner that is not in the best interests of Save the Children or the children and families we serve.

It is impossible to describe all the different situations in which a Conflict of Interest might arise, but the following scenarios, if not disclosed appropriately within Save the Children, could cause a Conflict of Interest:

- Causing the Agency to hire, retain, or enter into a business relationship with Family Members, friends, or other individuals outside Save the Children with whom you have a Personal Relationship.
- Having a romantic or Personal Relationship with someone in the same line of supervision.
- Accepting inappropriate gifts from organizations with whom Save the Children works.
- Having business relationships with organizations that seek to do business with Save the Children or do work that is similar to Save the Children.

If you are unsure whether an opportunity or relationship that you have presents a conflict of interest, consider it from the perspective of an outsider: could the situation be viewed as prioritizing your own interests, or those of another individual or organization over the interests of Save the Children or the children and families we serve? If so, the situation may pose a potential Conflict of Interest and should be disclosed as detailed below.

III. Addressing Actual and Potential Conflicts of Interest

Addressing Conflicts of Interests involves three steps: **Avoid, Disclose, Recuse**. The general rule is:

Save the Children staff and Board members must **AVOID** even the appearance of impropriety. They must **DISCLOSE** actual and potential Conflicts of Interest when they arise and **RECUSE** themselves from all decision-making regarding any situation involving actual or potential Conflicts of Interest.

A. Avoiding Actual and Potential Conflicts of Interest

In most instances, Conflicts of Interest can be avoided simply by continuing to exercise good judgment. For example, if a hiring manager or interview panel participant realized they had a Personal Relationship with a candidate, good judgment would dictate they disclose that relationship to Human Resources. We rely on all staff and Board Members to use good judgment to avoid any appearance of impropriety.



Sometimes, identifying whether something is a Conflict of Interest can be more difficult. If you're unsure, please seek guidance from your manager, a more senior member of staff, your HR Business Advisor, or a member of the Legal Department.

B. Disclosing Actual and Potential Conflicts of Interest

Save the Children staff must disclose actual and potential Conflicts of Interest. Potential Conflicts of Interest arise in situations that might present Conflicts of Interest or that carry even the appearance of impropriety. Full disclosure helps to alleviate or avoid future misunderstandings.

A staff member faced with a choice, decision, or opportunity that could present a Conflict of Interest ("Conflicted Person"), must disclose the possible Conflict of Interest by email before making the decision or taking any action. Members of staff should send their disclosure to their immediate supervisor. If the potential/actual Conflict of Interest involves a hiring opportunity, the disclosure should also be sent to RecruitingAdmin@savechildren.org (see section V).

The Decision Maker(s) will review details concerning the proposed transaction and determine, using reasonable business judgment, whether (a) the opportunity contains terms that are fair and reasonable, and (b) whether a Conflict of Interest exists. If the Decision Maker has any questions or concerns about making that determination, they can seek guidance from their own line management, HR Business Advisor, or a member of the Legal Department. The Decision Maker will document the basis of their decision by email to the employee making the disclosure.

C. Recusal From Actual Conflicts of Interest

In the event of an actual Conflict of Interest, the Conflicted Person may not participate in any decision regarding whether or not to move forward with the proposed transaction. If, following the disclosure of the potential Conflict of Interest, a Decision Maker determines that the transaction can continue, the Decision Maker must disclose the conflict to their immediate manager and HR Business Advisor by email and include the methods used to ensure that the Conflicted Person will not participate in any decision-making regarding that transaction.

IV. Gifts, Hospitality, and Entertainment

When giving and receiving gifts, hospitality, and entertainment (collectively, "Gifts"), staff should consider whether it would give rise to a potential or actual Conflict of Interest, and they must decline to give or receive any Gifts that would give rise to an appearance of impropriety.

Save the Children staff or Board members may give or receive token Gifts that are consistent with local customs and laws, are in line with Save the Children's best interests, and do not obligate either party. However, to avoid any appearance of impropriety, Save the Children staff must obtain the prior written approval of their Division VP before accepting Gifts totaling more than \$100 in any twelve month period from a single source that does business or seeks to do business with Save the Children. Furthermore, any Gift received by an individual due to their employment at Save the Children that is valued at more than \$100 shall be considered property of Save the Children. If acknowledgment of a gift over \$100 is appropriate, it must be acknowledged on behalf of Save the Children.

In addition, special care should be taken with respect to giving Gifts to government employees, as these are typically regulated by law. Gifts for government officials should be cleared with your



manager and/or the Legal team before they are given to ensure compliance with applicable legal requirements.

For avoidance of doubt, these requirements do not apply to gifts that are given to support Save the Children's charitable activities. For information regarding the solicitation of gifts for charitable purposes, please refer to Save the Children's [Gift Acceptance Policy](#).

Please contact the Legal Department if you are unsure about the appropriateness of accepting Gifts or invitations. For information relating to the reimbursement of expenses for Gifts, please refer to Save the Children's [Employee Entertainment Policy](#).

V. Conflicts of Interest Involving Employment

Save the Children is proud of its rich history of spouses, Family Members, and friends working for our organization and we encourage employees to refer people they know to apply for open positions. However, these situations present potential Conflicts of Interest. Save the Children must and will be objective about all hires and will follow our [recruiting process](#) to ensure a fair and open selection. If a hiring manager, an interview panel participant, or anyone else involved in the recruitment process has a Personal Relationship with any candidate for the position that they are recruiting for, the employee should notify RecruiterAdmin@savechildren.org and recuse themselves from any decisions relating to the hiring or retention of that individual. For more information on anti-nepotism, please see Save the Children's [Employee Handbook](#).

Save the Children encourages staff to pursue their career ambitions, including by pursuing external opportunities ("Secondary Work"), so long as that Secondary Work does not create a Conflict of Interest with Save the Children. Staff who receive an offer of Secondary Work outside Save the Children must notify their immediate manager and HR Business Advisor by email. Decision Makers will determine whether the Secondary Work opportunity presents a potential Conflict of Interest. In making that determination, Decision Makers should consider factors such as:

- Whether the work will be performed on personal time or otherwise negatively impact the staff member's ability to perform work for Save the Children;
- Whether the staff member will use resources owned by Save the Children in performance of the work;
- Whether the Secondary Work will negatively impact the best interests of Save the Children or the children and families it serves; and
- Whether the Secondary Work otherwise presents a Conflict of Interest.

PROCEDURES

#	Procedure/ Action	Action Owner
Disclosure and Resolution of Conflicts of Interest – All Staff		
1.	A staff member faced with a choice, decision, or opportunity that could present a Conflict of Interest ("Conflicted Person"), must disclose the possible Conflict	All staff



	of Interest by email before making the decision or taking any action.	
2.	Members of staff should send their disclosure to their immediate supervisor. If the potential/actual Conflict of Interest involves a hiring opportunity, the disclosure should also be sent to RecruitingAdmin@savechildren.org .	All staff
3.	Decision Makers will review the material facts concerning the proposed transaction and determine, using reasonable business judgment, whether the proposed transaction (a) has terms that are fair and reasonable and (b) is consistent with Save the Children's best interests. Based on that analysis, the Decision Maker will determine whether to approve the proposed transaction and will document the basis of their decision in an email to the disclosing member of staff. If Decision Makers have questions or concerns during this process, they should seek guidance from their own line management, their HR Business Advisor, and/or a member of the Legal Department.	Supervisory staff
4.	The Conflicted Person must provide relevant facts as necessary to enable the Decision Maker to make the determination described above.	All staff
5.	If the Decision Maker determines that the transaction can continue, the Decision Maker must ensure that the Conflicted Person does not participate in any decision-making involving that transaction.	All staff
6.	If the Decision Maker determines that the transaction can continue, the Decision Maker must document the basis of their decision by email to their own manager and HR Business Advisor. The email must include the methods that will be taken to ensure the Conflicted Person does not participate in decision-making regarding that transaction.	Supervisory staff
Disclosure and Resolution of Conflicts of Interest – All Staff With Budget-Approval Authority		
7.	In addition to disclosure procedures 1-7, all staff with budget-approval authority are required to complete an Annual Conflict of Interest Disclosure form.	All staff with budget-approval authority



8.	All staff with budget-approval authority must provide completed Conflict of Interest Disclosure forms to the Secretary of the Corporation on an annual basis.	All staff with budget-approval authority
9.	Completed Annual Conflict of Interest Disclosure forms are reviewed by external auditors.	KPMG
Disclosure and Resolution of Conflicts of Interest – Board Members		
10.	Board members must follow the Conflict of Interest procedures outlined in Save the Children’s bylaws.	Board Members
11.	Board members must also comply with disclosure procedures 7-9.	Board Members
Gifts, Hospitality, and Entertainment		
12.	Staff must decline to give or receive any Gifts that would give rise to an appearance of impropriety.	All staff
13.	Staff must obtain prior written approval of their Division VP before accepting Gifts totaling more than \$100 in any twelve month period from a single source that does business or seeks to do business with Save the Children.	All staff
14.	If approved, gifts over \$100 must be acknowledged on behalf of Save the Children.	All staff
15.	Gifts to government officials must be cleared by the giver’s direct manager and/or the Legal Department.	All staff
Employment Referrals / Hiring Opportunities		
16.	If a hiring manager, an interview panel participant, or anyone else involved in the recruitment process has a Personal Relationship with any candidate for the position that they are recruiting for, the employee should notify RecruiterAdmin@savechildren.org and recuse themselves from any decisions relating to the hiring or retention of that individual.	All staff
Secondary Work		
17.	Staff who receive an offer of Secondary Work outside Save the Children, US must notify their immediate manager and HR Business Advisor by email.	All staff

18.	Decision Makers will review the Secondary Work opportunity and determine whether the employment presents a potential or actual Conflict of Interest for Save the Children. In making that determination, Decision Makers should consult with their HR Business Advisors, their own line management, and the Legal Department as necessary.	Supervisory Staff
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TRAINING REQUIREMENTS

Training Course	Frequency	Training moment
N/A	N/A	N/A

MONITORING MECHANISMS

What are you monitoring?	Data source	Action Owner	Escalation levels	Frequency
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

EXCEPTION APPROVAL PROCEDURE

Procedure/ Action	Action Owner
If you have any questions about this policy, or its application, please err on the side of caution and transparency and seek advice from your manager, HR Business Advisor, or the Legal department.	All staff

VERSION CONTROL

Version number	Version Date	Revisions made
TBD	TBD	TBD
TBD	TBD	TBD



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.



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

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

Signature of Authorized Representative:

_____ DATE: ____/____/____

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 #: _____

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. 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 or 475-999-3210.

8. ADMINISTRATIVE: Action items:

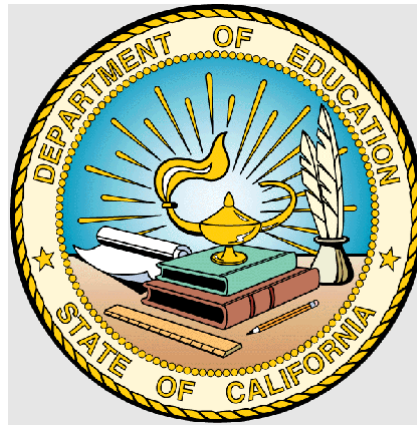
8.1 Expanded Learning Opportunities Program

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Tipton Elementary School District
Contact Name:	Cherie Solian
Contact Email:	csolian@tipton.k12.ca.us
Contact Phone:	559-752-4213

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Tipton Elementary School

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Children will be in a safe environment after school hours as well as 30 additional intersession days throughout the school year.

- The TESD (Tipton Elementary School District)- Kiwanis After School Program (ASES) will operate an Expanded Learning Program for K- 8th students which begins immediately after the school day and ends at 6:00 p.m. The program is located on our campus. The program will also offer 30 additional intersession days that will be offered on select Saturdays throughout the school year, winter session and during the month of June.
- Initiatives and measures taken by the program to create safety procedures:
 1. Develops and implements effective student arrival and dismissal procedures to ensure student safety.
 2. Align and implement effective school emergency procedures and processes.
 3. Train staff on security plans, policies and procedures, reporting and documentation
 4. All staff will wear labeled shirts to make themselves visible for parents and students.
 5. All safety procedures meet educational codes and are aligned with day instruction.
- Our Expanded Learning Program will provide a safe and supportive environment to provide developmental, social-emotional, and physical needs of students by:
 1. Providing enrichment activities for students such as; Drama, Dance, Arts, Computers and other Recreational Activities as well as providing student access to computers and the school library.
 2. Providing a positive school climate as a shared mission, created by students, parents, and school staff. Establish relationship with students, mindful and respectful of diversity, and create an environment of mutual respect within which students are not afraid to speak up.
 3. Homework help and enrichment activities will be suitable for all student physical needs.
 4. Provide enrichment activities that enhance students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. The five areas of focus will be self-awareness, self-management, social awareness, relationship skills, responsible decision-making.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Students will develop and practice positive behavior and engage academically.

Educational Literacy and Educational Enrichment Activities

- The Expanded Learning Program will assist student with all the core curriculum needs. The emphasis of the program is literacy one of many activities in literacy and math games. Students also receive tutoring and homework assistance. Enrichment activities are designed around STEAM, and school and District standards.

1. Students have the opportunity to expand their literacy by joining Poetry & Pose, Drama, and Reading Book Club.

2. Students have access to hands-on robotics, plant & soil, and how it's made science projects, as well as STEAM based projects.

- Student learn about team-work and cooperation.
- Students have the opportunity to show case their projects.
- Students participate in competitions.
- Students learn the importance of perseverance.
- Students engage in volunteer community projects.

Student engagement and activity outcomes are monitored to gauge the level of success and make adjustment, if needed.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Students will participate in standards and research based academic activities that will increase their performance in core subjects.

- Implement engaging and meaningful program activities.
 - Offer wide variety of fun, challenging and engaging activities that are aligned with academic and enrichment.
- a. Standards and are outcome based.
 - b. Involve students in choosing program enrichment activities
 - c. Integrate project-based learning into program activities.
 - d. Assist middle school students in organizing their planners and calendars (due dates, dates turning in, etc.)
 - e. Integrate service learning in the program activities
 - f. Create an atmosphere for student success
- Students will participate in standards and research based academic activities that will increase their performance in core subjects.

1. Provide standards-based lessons with monthly themes that are aligned with needs assessments.

2. Offer a variety of fun, enriching, engaging and challenging activities that are standards based.
3. Provide activities based on students' needs, interest and potential career paths.
 - Program manager will communicate regularly with school day staff to monitor the academic and behavioral needs and progress of students.
 - Program manager will facilitate input from regular school day teachers and administrators on the impact program activities has on the students.
 - Program manager will create a list of enrichment providers (Community Resources) in efforts to develop community partnerships (i.e. Tipton Beautification Committee) to bring resources to the program.
4. All enrichment activities will be aligned with academic, visual and performing arts, health and nutrition and physical education standards and youth development practices that will lead to the accomplishments of program's visions and goals, this way students will thrive in academic achievement and over all success.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Guiding the development of training, curricula, and projects to meet student needs and interest will be based on:

- Staff will review student assessment test scores to determine which area the student needs more academic support. Teachers may also refer students to the Expanded Learning program based on special needs.
- Staff will maintain an open communication with teachers to know what special projects they are working on so that we can provide extra support/help for the student to complete the projects, and monitor the academic and behavioral progress of students.
- At the beginning of the school year, student board members will be elected to help make program a place where student voice and leadership important.
- Once every 2 months, students will fill out a quick survey where they will express what activities interest them, what they'd like to change/try in the program, and staff will discuss the outcome of the survey with student board to improvise ways to meet the wants/needs mentioned in the survey.
- Staff will implement engaging and meaningful program activities.

In our program, students will have the opportunity to share their view points, concerns, interest by:

- a. At the beginning of the school year, student board members will be elected (by students) to help make the program a place where student voice and leadership important.
- b. Staff will establish relationship with students, mindful and respectful of diversity.

- c. Create an environment of mutual respect within which students are not afraid to speak.
- d. Train staff in physical and emotional safety procedures.

Students in lower grades will be able to make choices when participating in program activities:

- All enrichment activities will be designed for each grade that will include: team work, opportunity to express ideas/skills, and the importance of following directions.
- Every Friday, students will be able to choose their own enrichment activity.
- Students will be offered different choices for outdoor physical education and enrichment/STEAM activities.
- Students in higher grades will actively exercise their leadership skills by:
 1. 7th & 8th grade students will run the student store and snack bar. They will be responsible set- up & clean- up, pricing, managing the line, charging and giving change (all paid with Tiger Bucks) and deciding what items to be sold.
 2. 6-8th grade will help staff with P.E equipment and will help decide what group games to play on Fridays.
 3. 6-8th grade will serve as homework tutors (once their homework is done, only with smaller grade students that can benefit from their extra help) and will do reading buddies with younger grades.
 4. 6th-8th grade will be trained in Group Decision Making Skills and encourage Student Self- Reliance and Responsibility. These trainings will help students have good character traits, develop social competencies and positive values, increase their self-esteem, which will all help students in real world problems.

Students will be provided opportunities to share viewpoints and provide input related to activity offerings and outcomes in order to encourage and increase voice and confidence in their shaping of program success and evolution. Furthermore, activities will be inclusive of opportunities for students to engage in open discussions, topic oriented presentations, team activities, etc., that support leadership and social skill-building.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

The expanded learning program (ASES and ELO-P) follows the USDA after school snack program guidelines and falls under the Food Service Manager

- Healthy practices and program activities aligned with school wellness plan
- Train staff in proper food handling procedures
- The program will incorporate healthy nutritional practices and develop appropriate physical activities in the program by:
 - a. Every day during snack time, students and staff will talk about what food group the snack belongs to. (Referring to

the Food Pyramid)

b. At least twice a month, students will have a nutrition lesson (hands on) with our food service manager.

c. Physical Education is provided for students daily for the minimum of 30 minutes.

- Physical Education activities are designed around school rules and state standards. Such activities focus on student safety at all times.
- Activities will be based on The four main types of physical activity: aerobic, muscle-strengthening, bone-strengthening, and stretching.
- Students will perform a variety of physical activities and learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle
- Staff will ensure indoor/outdoor space, supplies and equipment needed for P.E. are all adequate and safe.
- Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines served in your after school program:

1. All snacks provided for students are Smart Snacks.

2. 3 Examples of nutritious snacks-

a. 1- 8 oz. low-fat white milk, 1 blueberry muffin (2 oz. whole grain)

b. 1- 6.75 FL oz. 100% fruit juice, 1-1 oz. Colby Jack cheese stick, and ½ cup of carrot sticks.

c. 1- 8 oz. chocolate fat free milk, ½ cup of diced peaches, and 1- 24 grams' whole grain granola bar.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The expanded learning program (ASES and ELO-P) will create an environment that promotes diversity, provide activities celebrating students cultural and unique backgrounds:

- Staff will create an environment of mutual respect, mindful and respectful of diversity.
- Enrichment activities will embrace various cultures. (i.e. Christmas Around the World, cultural art, cultural games)
- Implement strategies for students and staff on diversity. (Using the language and understandings that students have acquired in their families and communities to bridge the gap between what students know and what they need to learn in school)

- The expanded learning program (ASES and ELO-P) will support students with disabilities, English language learners, and other students with potential barriers to participate in the program
- Incorporating the everyday issues and concerns of families and the community into curriculum and instruction.
- Actively engaging students in the learning process.
- Staff will be aware at all times of students with IEP's, behavioral problems, medical/ physical conditions, in order to best serve those students.
- Reading, literacy, and enrichment activities will be suited for students with such needs.
- Staff will provide standards-based lessons with monthly themes that are aligned with needs assessments. and provide academic support daily in hopes for English Language Learners to increase their test scores (CAASPP) in reading and math.
- Program Manager will communicate as needed with day teachers and resource teacher to be aware of who the ELL students are in the program to be able to provide academic and social-emotional support they need.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Program staff will demonstrate the ability to deliver a program focused toward meeting the vision for the program by:

- facilitating activities that engage students in active and meaningful experiences
- exhibiting professionalism, integrity, caring, and competency as a positive role model
- building positive and trusting relationships with a diverse community of students and parents
- Program's administrators will ensure that all staff who directly supervise pupils will meet the minimum requirements of an instructional aide:

A) All paraprofessional/instructional aide that assist students must be T.B. cleared, Finger printed, must possess one of the following AA Degree, 48 units completed or higher and/or pass a District (NCLB Test).

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The mission and purpose of the Expanded Learning Program is to provide an opportunity for expanded learning afterschool, during intersession and summer school for students in Tk -8th grade that will focus on developing academic, social, emotional and physical needs and interests of students through hands-on engaging learning experiences for all students who participate in the program.

The needs of the community, students, parents, and school are identified by:

1. CAASPP, ELA, and Math test results of students participating in the after school program will be used to focus on what academic areas a student needs most support/tutoring with.

2. Parent and Teacher surveys will help determine how the program can better serve student, parent, and school. (Surveys are sent home with students twice a year, and school surveys are placed in staff's cubbies.)

Program manager will work with school administrators, teachers and community members to maintain frequent communication and provide assistance as needed.

- Measures of student success:
- Student academic performance will improve.

i. Students will accomplish their homework with the help obtained from their tutors.

ii. Student attendance will be stable; students attending on a daily basis will benefit from homework help, which will lead to academic success.

iii. Students will have acquired better working homework habits as per conversation with teachers.

- Program goals based on the needs assessments:
- At least 30% of ELA students participating 120 days or more a year for two consecutive years will increase CAASPP and math performance by at least one level annually until at proficient or above.
- At least 75% of participant students will report satisfaction with the program.
- The program will provide a secure safe environment for all students to receive academic core instruction and enrichment activities.
- At least 25% of parents will feel better about their child's homework completion.
- Program manager will maintain an open communication (schedule weekly/quarterly meetings as needed) with ASES and ELO-P Staff, Kiwanis Club of Tipton, Site Principal, Superintendent, Teachers, Food Service Staff, Custodial, and Transportation. By doing so, all departments will be aware of who ASES and ELO-P Staff and students are and what their needs are to fulfill the programs mission, vision, and goals.
- Activities that provide expanded enrichment opportunities

Students will also be able to participate in 30 intersession days that will be provided on certain Saturdays throughout the year, winter session and the month of June each summer.

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The collaborative partners that will be involved in the process used to plan, implement and update the after school program plan and 30-day intersession, will be staff and community based.

Collaborative members-

- Superintendent, Principal, Teachers, Food Service Staff, Custodial, and Transportation.
- Tipton Beatification Committee (Invite students to help with different beautification projects around Tipton such as Cleanup Day, Annual Banquet.)
- Tes- Kiwanis Rotary Club (Allow students to help in different events hosted by Kiwanis Club. i.e. helping at the booth for the Tulare County Fair.)
- Tipton Elementary Food Service department (Collaborate with Mrs. Sanchez for nutrition classes for ASES and ELO-P students, give suggestions for breakfast and lunch menus according to the USDA guidelines)
- Tipton Food Center (Allow students to experience what it’s like to stock a store, be a cashier, etc...)
- Save the Children Program (Some of ASES and ELO-P students will read to children from age group 3-5 years, ASES and ELO-P & Save the Children will partner up to host different events for parents and students in which students will be allowed to serve food, greet parents, set-up and much more)
- Potential collaboration and partnerships are Social Service worker, school psychologist, School librarian. Meetings will be scheduled individually to discuss how can their services be offered/ shared for our students and staff in ASES and ELO-P.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

- Effectiveness of program will encompass on-going monitoring related to enrichment activity outcomes, program challenges and strengths, support for staff, student engagement, etc. This will assist in guiding program planning, functioning, revisions, and implementation points.
- Staff has clear knowledge of the Continuous Quality Improvement process.
- Every three years our program will focus on three CQI qualities and make goals for each one. Goals will be reviewed monthly during staff meetings.
- Quality standards and goals will be shared and updated all stake holders involved with after school program. (i.e. teachers, parents, food service, Kiwanis Club, etc...)

- Teacher, parent, student, and staff surveys will help determine if the goals are being met.
- If program goals are met before the 3 years, action plan will be re-assessed and updated accordingly.
- All stake holders will receive a program plan copy and will be notified of any updates.

11—Program Management

Describe the plan for program management.

Funding for the ASES and ELO-P Program will relate to the program vision, mission and goals.

- a. Materials needed for student academic success will be purchased. (i.e. line paper, books, pencils, art supplies, computers (as needed etc...)) This will help students have all the tools they need to complete projects and homework, and do research projects.
- b. Funding will allow more parent and students events. (such as Father-Daughter Dance, Art family night...)
- c. Funding will allow students to be part of educational field trips. (i.e. trip to Monterrey Bay Aquarium)

The program organizational structure including succinct description of staff roles are:

- All staff are qualified candidates that will work with students of grades TK -8th. They will offer homework assistance, physical education, and enrichment activities for students every day.
- Each staff will work with one specific grade every month and will communicate with their teacher in order to know what the student's homework is or what they need to focus more. (i.e. reading, math.)
- The program will create and maintain written agreements that define roles and responsibilities of all contractors and partners (as applicable).
- Staff is responsible for organizing and implementing daily enrichment activities based around the monthly theme. (i.e. August is Cultural Awareness)
- Staff will provide 30 minutes each day of physical activity. P.E. activities will be suitable for each grade.
- Staff will be required to supervise students at all times and must report any issue/concern to the program supervisor.
- Staff will have an assigned area/duty during snack time to be able to watch students thru out the cafeteria.
- During homework time, staff will be walking around their designated room making themselves available for students.
- During outdoor activities, staff will not stand in one area in order to have a better view of all students and their doings.

- Staff will be using a walkie-talkie for fast communication with colleagues, supervisor, front office, and maintenance.
- All staff has been required to train in child abuse and know the steps of being a mandated reporter.
- The process and time frames for periodic review of the program plan will be shared at all times.
- All that are involved with afterschool or intersession days will receive a copy of the program plan for review and to keep. All comments, suggestions, concerns regarding the plan will be taken into consideration and will be shared with staff.
- All will be knowledgeable of the Quality Standards implemented in the after expanded learning program, surveys and results shared with parents, teachers and students, and what the outcome of goals are.
- Tipton Elementary School District completes quarterly reports to the California Department of Education and internal controls with receipt prior to any funds being released for payment by the District Business Manager and Superintendent.
- The District match for in kind match is based on: transportation of students, snacks of students, facility cost and personnel cost that work with the ASES and ELO-P program directly at a cost to the District no the after school program.

Attendance tracking, sign-in and sign-out procedures:

1. The ASES/ELO-P Director takes roll on a daily basis on all students. In addition, the ASES and ELO-P Staff sign in their students on a daily log provided by the director of the program. All students sign in for their snack prior to receiving it and after the Director has signed them in. All three sign in sheets help keep track of daily attendance.
2. A student may be released early from the after school program prior to the end of the program time at 6:00 p.m. based on the conditions as outlined below.
 - Medical appointment (pertaining to the student)
 - Family transportation makes it difficult to be picked up at 6:00 p.m.
 - Weather conditions (i.e. During Daylight savings, it will become dark at an earlier time, which will make it unsafe for walking students)
 - Student must leave at designated time
 - Attending a parallel program (programs in the school or community centers such as soccer, basketball, etc.) as long as an agreement or partnership with the program exist thus making this parallel program the child's enrichment component.
 - Other conditions related to safety (i.e. family emergencies)
 - Student is sick. If a student is not feeling well during the program, parents will be notified immediately to come sign them out.

- Whatever the case may be, program staff will record the date and time of the early release departure of the student.
- Parent, guardian or program staff should sign the child out; in the case of program staff signing out the child such as if your child walks home a letter of authorization from parent or guardian is necessary and it is also recommended that the child's signature or initials be recorded as well.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The ELO-P funding will be used to increase staff needed for the after school program in order to meet the pupil-to-staff member ratio for transitional kindergarten and kindergarten students. The funding will also be used to pay staff who are willing to work during summer and intersession days.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

TESD will hire additional staff for the 2022-2023 school year so that the program can maintain the correct pupil-to-staff member ratio of 10 to 1 for transitional kindergarten and kindergarten students participating in the afterschool program. Students in transitional kindergarten and kindergarten who will be participating in the after school program will remain on campus once school is dismissed at 2 pm and will be under direct supervision by staff members of the after school program until 6 pm. Extra positions will be flown on campus for all staff members as well as on EDJOIN. Once hired the after school program director will work directly with all new staff to support working with younger children. The lower pupil-to staff ratio will be maintained by assigning no more that 10 transitional kindergarten or kindergarten students to one staff member. The after school program director will maintain the schedule of all classes for the after school program to ensure required ratios are followed.

Transitional kindergarten and kindergarten students will be using a classroom with appropriate desks and chairs. These students will start their after school day with a healthy snack, then be offered homework time and assistance. During this time, teachers will provide extra support in reading, writing, and math based on what the student is working on during their instructional day. TK and Kinder students will also have a reading buddy to read to them 3 times a week, which will be an upper grade student. Students will participate in Physical Education games using playground and sport equipment suitable for their age. These students will end their day with an enrichment activity created by their teacher based on STEAM. At the end of the day, students will be walked by their teacher to the bus or to their designated area for dismissal. Keeping in mind that this group of students may have a hard time adjusting to a long school day, we will give them the breaks they need, redirect them when off task, allow them to choose what game or activity they would like to play/do. Staff will make sure these students are safe and welcomed at all times by keeping daily attendance, reporting to their supervisor any concerns or incidents, maintaining supervision of the students at all times, and giving access to a nearby restroom that is monitored by an adult at all times. Staff will make sure the student knows at all times where they are supposed to be and what they are doing.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

TESD opens its doors at 8:00 am each day of the week during the school year. Transitional kindergarten and kindergarten students end their regular school day at 2:00 pm on Monday, Tuesday, Thursday, and Friday. Students in grades 1st -3rd are dismissed at 2:55 pm with 4th -8th dismissed at 3:05 pm. All students who participate in the afterschool program report to the after school program immediately after being dismissed from class at the end of the school day. All students at TESD have an early release day on Wednesday with dismissal at 1:30 pm. Each student who participates in the after school program will be on campus until 6:00 pm on Monday, Tuesday, Thursday, and Friday and 5:00 pm on Wednesday.

Sample After School Schedule

Monday, Tuesday Thursday, Friday:

2:30-3:00 Employee prep time/cafeateria set up
3:00-3:20 Student check in/snack time
3:20-4:20 Homework/tutoring time
4:20-4:40 Physical Activity
4:40-5:40 Enrichment activity
5:40-6:00 Clean-up/dismissal(student dismissal in the patio area)

Wednesday Schedule:

1:00-1:30 Employee prep time
1:30-2:30 Student check-in/ all group games/ character counts activity
2:30-3:00 Physical activity
3:00-3:30 Snack time
3:30-4:30 Homework/ tutoring time
4:30-5:00 Clean-up and dismissal

Sample Schedule for Summer or intersession days: Students will have an opportunity to attend field trips during this time.

7:30-8:00 Breakfast
8:00 -10:00 Class time
10:00-10:15 Recess/Physical Activity
10:00-12:00 Class time
12:00-12:30 Lunch
12:30-2:30 Student check-in/ all group games/ character counts activity/enrichment activity
2:30-3:00 Physical activity
3:00-3:30 Snack time
3:30-4:15 Enrichment activity
4:15-4:30 Clean-up and dismissal

Staff needed in order to run a nine hour summer or inner session program:

Administaror
Ases/ELO-P Director
Instructional Aides
After school program staff
Cafeteria staff
Custodial staff

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

8. ADMINISTRATIVE: Action items:

8.2 Board Resolution #2021-2022-11, 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. 2021-2022-11

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 2022-2023 school year.

THE FOREGOING RESOLUTION WAS ADOPTED upon the motion of _____, seconded by _____, at a regular meeting of the Governing Board on the 7th day of June, 2022 by the following vote.

- Ayes:**
- Noes:**
- Abstentions:**
- Absent:**

Secretary/Clerk of said District Board

8. ADMINISTRATIVE: Action items:

- 8.3** Board Resolution #2021-2022-12, 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. 2021-2022-12

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 2021-2022 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 7th day of June, 2022 by the following vote.

Ayes:

Noes:

Abstentions:

Absent:

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.

8. ADMINISTRATIVE: Action items:

8.4 Board Resolution #2021-2022-13, 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 2021-2022-13

WHEREAS, the Governing Board of the District adopted its Annual Budget for the Fiscal Year 2022-23; 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 7th day of
June, 2022 by the following vote.

Ayes:
Noes:
Abstentions:
Absent:

Secretary/Clerk of said District Board

8. ADMINISTRATIVE: Action items:

8.5 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!

Date: May 23, 2022

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 4 additional work days to be worked in June.

Dr. Cherie Solian is requesting the Board to approve 2 extra days to be worked in June.

Respectfully,

Stacey Bettencourt
Superintendent

Greg Rice
President

Iva Sousa
Clerk

Board Members

John Cardoza
Trustee

Shelley Heeger
Trustee

Fernando Cunha
Trustee

8. ADMINISTRATIVE: Action items:

8.6 SY 2022-2023 Annual Renewal of Services Super Co-Op Joint Authority

**SY2022-23 Annual Renewal of Services
Super Co-Op Joint Powers Authority**



Participant District: Tipton Elementary School District

Please check (✓) your response:

✓	We plan to CONTINUE membership with Super Co-Op JPA for SY2022-23.
	We do NOT plan to continue membership with Super Co-Op JPA for SY2022-23. What alternate USDA Foods delivery method do you plan to use? _____

San Mateo-Foster City School District is the Lead District of the Super Co-Op Joint Powers Authority and hereby given authority to contract for USDA Foods and related services on behalf of Member Districts and Participant Districts.

The parties agree as follows:

1. Both parties must remain eligible Recipient Agencies for receipt of United States Department of Agriculture (USDA) donated commodity foods (USDA Foods) as determined by the California Department of Education (CDE), Nutrition Services Division.
2. Through this written agreement, the Lead District is assigned control of the Participant District’s fair share of USDA Foods entitlement for SY2022-23. The Lead District is responsible for ordering, receiving, storing, and distribution of Direct Delivery USDA Foods on behalf of Participant.
3. Lead District is responsible to maintain an inventory management system for all USDA Foods Direct Delivery items received and stored on behalf of Participant. Participant is responsible to maintain an inventory management system for all USDA Foods Direct Delivery or processed items after delivery to Participant District.
4. Both parties are responsible for compliance with USDA and the CDE, Nutrition Services Division policies and regulations.
5. SY2022-23 Fees:
 - Membership Fees are paid by Participant District directly to the Lead District, billed in July 2022.
 - Annual Renewal Fee beginning the 2nd year of membership shall be 0.3% of the current year USDA Foods estimated entitlement on July 1.
 - State Administrative Fee of \$0.90 per case/unit of USDA Foods direct delivery (brown box) and diverted to processors.
 - Delivery fees as per member district selected distributors.
 - All fees are subject to change, as approved by the Super Co-Op JPA Board of Directors.
 - Participant District agrees to remit all Super Co-Op JPA fees promptly upon receipt of invoice.

6. Participant District agrees to abide by the current Super Co-Op JPA Governing Rules, bylaws, conflict of interest cost and code of conduct, Brown Box Storage Policy, and other rules or policies as approved by the Board of Directors.
7. Should a loss of USDA Foods being held for the Participant District occur, due to/ but not limited to theft, spoilage, etc., the Lead District is responsible to the CDE, Nutrition Services Division and/or the USDA for the Fair Market Value of that food item(s). Both the Participant District and Lead District shall be responsible to maintain insurance coverage or contract provisions for insurance coverage with third party vendors that move or house USDA Foods at the fair market value.
9. Participant District shall respond to pre-planners and offerings promptly.
10. Participant District shall read all correspondence from the Super Co-Op JPA and respond promptly as indicated.
11. Participant District shall maintain accurate contact information with the Super Co-Op JPA to assure proper routing of invoices and correspondence.
12. Participant District agrees to complete the annual Food Distribution Program Annual Commodity Contract Packet in CNIPs when notified by the California Department of Education, typically in June of each year.
13. Participant District agrees to verify Value Pass Through (VPT) for all processed USDA Foods purchased and monitor entitlement balance ensuring that processed product is reported correctly by distributors or processors. Discrepancies shall be addressed promptly with USDA Foods distributor and/or processor.
14. In the event of a change in Lead District, this Agreement shall convey to the new Lead District.
15. Termination of the Assignment of USDA Foods shall be made in writing to the Lead District no later than December 10 to take effect the following June 30.
16. Provide current contact information for three (3) individuals at your district/agency:

Nutrition Services Director	
Name	Connie Sanchez
Title	Food Service Manager
Telephone	(559) 752-4213 ex.712
Email	csanchez@tipton.k12.ca.us

Accounts Payable Contact	
Name	Cassandra Cunha
Title	Business Manager
Telephone	(559)752-4213 ext.702
Email	ccunha@tipton.k12.ca.us

Additional Contact for USDA Foods management	
Name	Connie Sanchez
Title	Food Service Manager
Telephone	(559) 752-4213 ext.712
Email	csanchez@tipton.k12.ca.us

17. Each individual executing this Annual Renewal of Services on behalf of Participant District represents, for the benefit of Lead District, that he or she is duly authorized to execute and deliver this Annual Renewal of Services on behalf of Participant District.
18. Lead District and Participant District acknowledge that this Annual Renewal of Services is subject to approval by the Participant District's Board and this Annual Renewal of Services shall not be effective until after the Participant District's Board approves this Annual Renewal of Services.

By signing this, I certify that I am an authorized representative of the Participant District and agree to adhere to the terms specified herein.

My execution of this Annual Renewal of Services was approved by the Participant District's Board of Education at a duly called and noticed Regular Board Meeting on June 7, 2022

Participant District	
Signature	
Print Name	
Title	
Date	

Lead District	San Mateo-Foster City School District
Signature	
Print Name	Fran Debost
Title	Director Child Nutrition Services
Date	

Return signed copy by December 1, 2021 to Fran Debost at the Lead District. A signed copy will be returned to you.

Fran Debost
 fdebost@smfc.k12.ca.us
 San Mateo-Foster City School District
 1170 Chess Drive, Foster City, CA 94404
 Phone (650) 312-7201

8. ADMINISTRATIVE: Action items:

8.7 Consultant Agreement with Tipton Elementary and Tyger Bates, CPA

**TIPTON SCHOOL DISTRICT
AND
TYGER BATES, CPA
CONSULTANT AGREEMENT**

THIS AGREEMENT is entered into as of May 7, 2022 between the TIPTON SCHOOL DISTRICT, referred to as DISTRICT, and TYGER BATES, CPA, referred to as CONSULTANT, with reference to the following:

- A. DISTRICT requests consulting services in state and federal planning and reporting services and/or school business and accounting.
- B. CONSULTANT represents that she is specially trained, experienced and competent in the field of accounting, school business and budgeting, state and federal grant reporting requirements, and all components of the Local Control and Accountability Plan.
- C. Government Code section 53060 and Education Code section 35160 authorize the District to contract with persons who are specially trained and experienced and competent to perform special services.
- D. District wishes to hire CONSULTANT as an independent consultant pursuant to the authority of Government Code section 53060 and Education Code section 35160.
- E. Pursuant to Education Code section 45103.1(b)(2), the services contracted are not available within the DISTRICT, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.

ACCORDINGLY, IT IS AGREED:

- 1. **TERM:** This Agreement shall become effective as of May 7, 2022 and shall expire on June 30, 2023, unless otherwise terminated as provided in this Agreement.
- 2. **SERVICES:** CONSULTANT shall provide services as set forth in Exhibit A, entitled "Scope of Services," which exhibit is made part of this Agreement by reference.
- 3. **COST OF SERVICES:** For services rendered, CONSULTANT shall be paid at the rate of \$500 per reporting period (twice a year). The DISTRICT agrees to reimburse CONSULTANT for all travel costs incurred at the specific request of the DISTRICT in order to provide services included in EXHIBIT A. Mileage shall be paid at the current IRS rate.
- 4. **METHOD AND CONDITIONS OF PAYMENT:**
 - a. CONSULTANT shall provide an invoice for services to DISTRICT. DISTRICT shall pay said invoice within 15 days of receipt. DISTRICT shall provide and file IRS Form 1099 to report CONSULTANT'S calendar year earnings.
 - b. The payment of compensation for work performed is conditioned upon receipt from

CONSULTANT of any and all plans, specifications and estimates, and other documents prepared by CONSULTANT in accordance with this Agreement. DISTRICT will not pay anticipated profits or other economic loss.

5. COMPLIANCE WITH LAW: CONSULTANT shall provide services in accordance with applicable Federal, State, and local laws, regulations and directives.

6. CONFIDENTIALITY. The CONSULTANT acknowledges that during the engagement she may have access to and become acquainted with various confidential information in connection with the operation of DISTRICT's business including, nonpublic personnel and student information. The CONSULTANT agrees that she will not disclose any of the nonpublic information aforesaid, directly or indirectly, or use any of them in any manner, either during the term of this Agreement or at any time thereafter, except as required in the course of this engagement with the DISTRICT's permission or as required by law. CONSULTANT agrees to restrict access to nonpublic confidential information in order to provide products and services to DISTRICT. CONSULTANT further agrees to maintain physical, electronic, and procedural safeguards that comply with federal regulations to guard DISTRICT's nonpublic confidential information. Upon the expiration or earlier termination of this Agreement, or whenever requested by the Company, the Contractor shall immediately deliver to the Company all such files, records, documents, specifications, information, and other items in her possession or under her control.

7. INDEPENDENT CONSULTANT STATUS:

a. This Agreement is entered into by both parties with the express understanding that CONSULTANT will perform all services required under this Agreement as an independent contractor. Nothing in this Agreement shall be construed to constitute the CONSULTANT or any of its agents, employees or officers as an agent, employee or officer of DISTRICT.

b. Subject to any performance criteria contained in this Agreement, CONSULTANT shall be solely responsible for determining the means and methods of performing the specified services and DISTRICT shall have no right to control or exercise any supervision over CONSULTANT as to how the services will be performed. As CONSULTANT is not the DISTRICT'S employee, CONSULTANT is responsible for paying all required state and federal taxes. In particular, DISTRICT will not:

- i. Withhold FICA (Social Security) from CONSULTANT'S payments.
- ii. Make state or federal unemployment insurance contributions on CONSULTANT'S behalf.
- iii. Withhold state or federal income tax from payments to CONSULTANT.
- iv. Make disability insurance contributions on behalf of CONSULTANT.
- v. Obtain unemployment compensation insurance on behalf of CONSULTANT.

c. Notwithstanding this independent consultant relationship, DISTRICT shall have the right to monitor and evaluate the performance of CONSULTANT to assure compliance with this Agreement.

8. INDEMNIFICATION: CONSULTANT and DISTRICT shall hold each other harmless,

defend and indemnify the other, its agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to any property, including District property, arising from, or in connection with, their performance or their agents, officers and employees under this Agreement. This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

9. INSURANCE:

a. General Liability Insurance. CONSULTANT shall obtain and maintain, at her own expense throughout the term of this Agreement, general liability insurance that provides coverage for bodily injury, property damage, and personal injury arising out of the actual or alleged acts, omissions, or negligence of CONSULTANT and/or her employees, agents, subcontractors, and representatives while performing services under this Agreement. Such insurance coverage shall be no less than \$1,000,000 per occurrence for bodily injury, property damage and personal injury.

b. Worker's Compensation Insurance. CONSULTANT shall obtain and maintain, at her own expense throughout the term of this Agreement, worker's compensation insurance in an amount in accordance with applicable statutes or other governing laws.

c. Evidence of Insurance. CONSULTANT shall deliver to District written evidence of the above insurance coverages, including the required endorsements prior to commencing services under this Agreement. The production of such written evidence shall be an express condition precedent, notwithstanding anything to the contrary in this Agreement, to CONSULTANT's right to be paid any compensation or expenses under this Agreement. If CONSULTANT fails to furnish and maintain the insurance required by this section, District may (but is not required to) purchase such insurance on behalf of CONSULTANT, and the CONSULTANT shall pay the cost thereof to District upon demand and shall furnish to District any information needed to obtain such insurance. Moreover, at her discretion, District may pay for such insurance with funds otherwise due CONSULTANT under this Agreement.

d. No Limitation on Liability. The insurance requirements in this section shall not in any way limit, in either scope or amount, the indemnity and defense obligations separately owed by CONSULTANT to District under this Agreement.

10. ASSIGNMENT: CONSULTANT shall not assign any rights or obligations it has under this Agreement without the prior written consent of District.

11. FINGERPRINTING REQUIREMENTS:

a. Pursuant to California Education Code section 45125.1, before any agents or employees of CONSULTANT may enter school grounds where they may have any contact with pupils, CONSULTANT shall submit fingerprints of its employees in a manner authorized by the California Department of Justice, together with a fee determined by the Department of Justice. CONSULTANT shall not permit any employee to come in contact with pupils of the school district until the Department of Justice has ascertained that the CONSULTANT'S employees have not been convicted of a felony as defined in Education Code section 45122.1.

b. CONSULTANT warrants that fingerprints are on file with the Tulare County Office of Education.

12. TERMINATION: The right to terminate this Agreement under this provision may be exercised without prejudice to any other right or remedy to which the terminating party may be entitled at law or under this Agreement. Either Party may terminate this Agreement without penalty with thirty (30) days' written notice to the other Party. Either party may also terminate this Agreement for breach of a material term or condition of this Agreement upon thirty (30) days' written notice to the other party. Such written notice shall specifically identify the breach and provide fifteen (15) days for the other party to cure. Upon any termination under this section, DISTRICT shall pay CONSULTANT for all services rendered by CONSULTANT prior to the effective date of termination.

13. NOTICES: Except as may be otherwise required by law, any notice to be given shall be written and shall be either personally delivered, sent by email or sent by first class mail, postage prepaid and addressed as follows:

DISTRICT:
Stacey Bettencourt
Superintendent
PO Box 787
Tipton, CA 93272
Phone No.: (559) 752-4213
Email: sbettencourt@tipton.k12.ca.us

CONSULTANT:
Tyger Bates, CPA
2720 N. Vickie St.
Visalia, CA 93291
Phone No.: (559) 786-4668
Email: tyger@tygerbatescpa.com

Notice personally delivered is effective when delivered. Notice sent by email is deemed to be received upon successful transmission. Notice sent by first class mail shall be deemed received on the fifth day after the date of mailing. Either party may change the above address or phone or fax number by giving written notice pursuant to this paragraph.

14. AMENDMENT OF AGREEMENT: This Agreement cannot be changed or supplemented orally and may be modified or superseded only by written instrument executed by both parties.

15. EXECUTION IN COUNTERPART: This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together shall be deemed a fully executed Agreement. Signatures transmitted by facsimile shall be deemed original signatures.

16. BINDING EFFECT: This Agreement is for the benefit of and shall be binding on the parties and their successors, assigns, predecessors, partnerships, affiliates, directors or trustees, officers, employees, agents and representatives. The signatories of this Agreement warrant that they represent the respective parties herein and are authorized to commit to any and all provisions in this Agreement on behalf of the respective parties.

17. **BOARD APPROVAL/RATIFICATION:** The effectiveness of this Agreement is contingent upon approval or ratification by the District's Board of Trustees.

THE PARTIES, having read and considered the above provisions, indicate their agreement by their authorized signatures below.

TIPTON SCHOOL DISTRICT

BY Stacey Bettencourt
Superintendent
"DISTRICT"

Date: 5/9/22

TYGER BATES, CPA

BY Tyger Bates, CPA
"CONSULTANT"

Date: 5/9/2022

EXHIBIT A
SCOPE OF SERVICES

1. RESPONSIBILITIES OF CONSULTANT:

- Prepare state required bi-annual financial reports for the Consolidated Application. The consolidated application is a compilation of reports and certifications related to federal title funding: Title I, Title II, Title III, Title IV, and RLIS.
- Monitor and advise district on title funding balances during the year.
- In monitoring Title funding, consultant may recommend accounting entries. It is at the district's discretion if they wish to accept the recommended entries.
- Be available for consultation throughout the year.

2. RESPONSIBILITIES OF DISTRICT:

- a. Provide, or provide access to, financial records, electronic and printed, as required by CONSULTANT.
- b. Provide information necessary to complete the Consolidated Application forms on behalf of the district.

8. ADMINISTRATIVE: Action items:

8.8 In the Matter of Approving the Legal Services Agreement for the Tulare County Office of Education legal Services Consortium

BEFORE THE BOARD OF TRUSTEES
OF THE TIPTON ELEMENTARY SCHOOL DISTRICT
TULARE COUNTY, STATE OF CALIFORNIA

In the Matter of Approving the Legal
Services Agreement for the Tulare County
Office of Education Legal Services
Consortium

RESOLUTION NO. 2021-2022-14

WHEREAS, school districts in Tulare County and the Tulare County Office of Education (“TCOE”) are authorized to obtain legal services and retain legal counsel pursuant to 35041.5 and related provisions of the Education Code; and

WHEREAS, the Tulare County Legal Consortium Committee has previously selected Lozano Smith, LLP (“Lozano Smith”) as the preferred provider of legal services for school districts desiring to participate as a member of the Tulare County Office of Education Legal Services Consortium (“Consortium”); and

WHEREAS, Lozano Smith has not adjusted its hourly rates since July 1, 2016 in providing legal services to the Consortium; and

WHEREAS, the Tipton Elementary School District (“District”) wishes to continue with the legal services provided by Lozano Smith and to renew the Legal Services Agreement for the Tulare County Office of Education Legal Services Consortium as presented to the Board.

NOW, THEREFORE, the Board resolves as follows:

1. Adopts the foregoing recitals as true and correct.
2. Approves the Legal Services Agreement for the Tulare County Office of Education Legal Services Consortium with Lozano Smith as presented to the Board.
3. The Board retains the right to terminate the Agreement by providing written notice to TCOE and Lozano Smith at least thirty (30) days before the end of each fiscal year.

The foregoing Resolution was adopted at a duly called meeting held on June 7, 2022, and approved by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

, President

ATTEST:

, Clerk

**LEGAL SERVICES AGREEMENT
FOR THE
TULARE COUNTY OFFICE OF EDUCATION
LEGAL SERVICES CONSORTIUM**

This agreement ("Agreement") is effective July 1, 2022 between the Tulare County Office of Education ("TCOE") for school districts and TCOE participating in the Tulare County Office of Education Legal Services Consortium (each a "Client" and together the "Clients") and the law firm of Lozano Smith, LLP ("Lozano Smith" or "Attorney") collectively, the "Parties."

WHEREAS, the Tulare County Office of Education Legal Services Consortium ("Consortium") has selected Lozano Smith as the preferred provider of legal services for each Client electing to participate as a member of the Consortium; and

WHEREAS, this Agreement shall serve as the master agreement for participating Clients.

NOW, THEREFORE, the Client and Attorney agree as follows:

1. Fees and Payment for Legal Services. For July 1, 2022 to June 30, 2023, each Client payment for basic legal services ("basic services") is calculated on \$5,000 per Client plus \$5.25 per Client unit of ADA as of the 2020-21 CALPADS Fall 1 Enrollment Count plus a 5 % fixed admin fee which includes all expenses incurred for travel, database access, mailing services, word processing, parking, meals, mileage, faxes, telephone and photocopies. Any adjustment shall take into account the CALPADS Fall 1 Enrollment Count for the most accurate determination of the Client unit of ADA. For individualized, complex, or specialized legal services only ("specialized services"), Client shall be separately billed by Lozano Smith and fees earned at a hourly rate of \$260 for all attorneys through June 30, 2023. For subsequent fiscal years beginning on July 1 and ending on June 30, the Parties shall evaluate for adjustment for each subsequent fiscal year the legal fees and expenses for both basic and specialized services. Payment for specialized services shall be made within thirty (30) days of such billing or be subject to an interest charge of 1% per month not to exceed 10% per annum. The County Superintendent will coordinate and administer the Agreement for basic services on behalf of the Clients. For basic services only, the County Superintendent is authorized to bill and receive, and each Client shall pay to the County Superintendent, its pro rata share pursuant to the above fee calculation. Client shall pay to TCOE its pro rata share of the total fee specified in two (2) equal biannual installments. For each fiscal year, the first payment by Client to TCOE shall be due on or before July 15 and the second payment from Client to TCOE shall be due on or before January 15. The County Superintendent shall remit the total of the pro rata share of the Clients' payment to Attorney two times per year by August 30 and January 30 of each school fiscal year.

2. Term. The term of the Agreement is extended from year to year, on a fiscal year basis ending on June 30, unless terminated. Any Client member may terminate the Agreement for the subsequent fiscal year by providing at least thirty (30) days written notice before the end of each fiscal year to the Attorney and County Superintendent. The County Superintendent or Attorney may also terminate the Agreement by providing at least thirty (30) days written notice before the

end of each fiscal year. Unless a thirty (30) day notice is given as provided herein, the Agreement shall be renewed from year-to-year on a fiscal year basis.

4. Supersession. This Agreement supersedes the previous Agreement effective July 1, 2016.

5. Joint Representation. From time to time, joint representation by Attorney may be more effective for Client representation. In order to comply with the Rules of Professional Conduct, Client may be requested, and may consent, to any such joint representation after a written disclosure of any potential conflict of interest. Nothing herein shall require a Client to provide any such consent unless joint representation is desired.

6. Execution in Counterparts: Copies. The Agreement may be signed on separate signature pages by the County Superintendent and Attorney. Copies of signatures shall have the same force and effect as original signatures.

SO AGREED.

TULARE COUNTY OFFICE OF
EDUCATION

LOZANO SMITH, LLP



By: Tim A. Hire
Superintendent of Schools
Date: 5/16/, 2022



Karen M. Rezendes
Managing Partner
Date: May 9, 2022

Tulare County Consortium 2022-2023 Fee Schedule

District Name	Enrollment	Retainer	Option (\$5.25) + \$5,000	5% Admin. Fee	Option + Admin. Fee= Total Fee	1st/2nd Payment
						50%
Allensworth Elementary	67	\$ 5,000.00	\$ 5,351.75	\$ 267.59	\$ 5,619.34	\$2,809.67
Alpaugh Unified	332	\$ 5,000.00	\$ 6,743.00	\$ 337.15	\$ 7,080.15	\$3,540.08
Alta Vista Elementary	515	\$ 5,000.00	\$ 7,703.75	\$ 385.19	\$ 8,088.94	\$4,044.47
Buena Vista Elementary	203	\$ 5,000.00	\$ 6,065.75	\$ 303.29	\$ 6,369.04	\$3,184.52
Burton Elementary	4,840	\$ 5,000.00	\$ 30,410.00	\$ 1,520.50	\$ 31,930.50	\$15,965.25
Columbine Elementary	186	\$ 5,000.00	\$ 5,976.50	\$ 298.83	\$ 6,275.33	\$3,137.66
Cutler-Orosi Joint Unified	4,007	\$ 5,000.00	\$ 26,036.75	\$ 1,301.84	\$ 27,338.59	\$13,669.29
Dinuba Unified	6,640	\$ 5,000.00	\$ 39,860.00	\$ 1,993.00	\$ 41,853.00	\$20,926.50
Ducor Union Elementary	142	\$ 5,000.00	\$ 5,745.50	\$ 287.28	\$ 6,032.78	\$3,016.39
Earlimart Elementary	1,581	\$ 5,000.00	\$ 13,300.25	\$ 665.01	\$ 13,965.26	\$6,982.63
Eleanor Roosevelt Community Learning	317	\$ 5,000.00	\$ 6,664.25	\$ 333.21	\$ 6,997.46	\$3,498.73
Exeter Unified	2,637	\$ 5,000.00	\$ 18,844.25	\$ 942.21	\$ 19,786.46	\$9,893.23
Farmersville Unified	2,484	\$ 5,000.00	\$ 18,041.00	\$ 902.05	\$ 18,943.05	\$9,471.53
Hope Elementary	239	\$ 5,000.00	\$ 6,254.75	\$ 312.74	\$ 6,567.49	\$3,283.74
Hot Springs Elementary	20	\$ 5,000.00	\$ 5,105.00	\$ 255.25	\$ 5,360.25	\$2,680.13
Kings River Union Elementary	397	\$ 5,000.00	\$ 7,084.25	\$ 354.21	\$ 7,438.46	\$3,719.23
Liberty Elementary	677	\$ 5,000.00	\$ 8,554.25	\$ 427.71	\$ 8,981.96	\$4,490.98
Lindsay Unified	4,067	\$ 5,000.00	\$ 26,351.75	\$ 1,317.59	\$ 27,669.34	\$13,834.67
Monson-Sultana Joint Union Elementary	443	\$ 5,000.00	\$ 7,325.75	\$ 366.29	\$ 7,692.04	\$3,846.02
Oak Valley Union Elementary	576	\$ 5,000.00	\$ 8,024.00	\$ 401.20	\$ 8,425.20	\$4,212.60
Outside Creek Elementary	119	\$ 5,000.00	\$ 5,624.75	\$ 281.24	\$ 5,905.99	\$2,952.99
Palo Verde Union Elementary	523	\$ 5,000.00	\$ 7,745.75	\$ 387.29	\$ 8,133.04	\$4,066.52
Pixley Union Elementary	886	\$ 5,000.00	\$ 9,651.50	\$ 482.58	\$ 10,134.08	\$5,067.04
Pleasant View Elementary	439	\$ 5,000.00	\$ 7,304.75	\$ 365.24	\$ 7,669.99	\$3,834.99
Porterville Unified	14,372	\$ 5,000.00	\$ 80,453.00	\$ 4,022.65	\$ 84,475.65	\$42,237.83
Richgrove Elementary	557	\$ 5,000.00	\$ 7,924.25	\$ 396.21	\$ 8,320.46	\$4,160.23
Rockford Elementary	320	\$ 5,000.00	\$ 6,680.00	\$ 334.00	\$ 7,014.00	\$3,507.00
Saucelito Elementary	77	\$ 5,000.00	\$ 5,404.25	\$ 270.21	\$ 5,674.46	\$2,837.23
Sequoia Union Elementary	340	\$ 5,000.00	\$ 6,785.00	\$ 339.25	\$ 7,124.25	\$3,562.13
Springville Union Elementary	283	\$ 5,000.00	\$ 6,485.75	\$ 324.29	\$ 6,810.04	\$3,405.02
Stone Corral Elementary	130	\$ 5,000.00	\$ 5,682.50	\$ 284.13	\$ 5,966.63	\$2,983.31
Strathmore Union Elementary	718	\$ 5,000.00	\$ 8,769.50	\$ 438.48	\$ 9,207.98	\$4,603.99
Sundale Union Elementary	756	\$ 5,000.00	\$ 8,969.00	\$ 448.45	\$ 9,417.45	\$4,708.73
Sunnyside Union Elementary	354	\$ 5,000.00	\$ 6,858.50	\$ 342.93	\$ 7,201.43	\$3,600.71
Terra Bella Union Elementary	814	\$ 5,000.00	\$ 9,273.50	\$ 463.68	\$ 9,737.18	\$4,868.59
Three Rivers Union Elementary	104	\$ 5,000.00	\$ 5,546.00	\$ 277.30	\$ 5,823.30	\$2,911.65
Tipton Elementary	527	\$ 5,000.00	\$ 7,766.75	\$ 388.34	\$ 8,155.09	\$4,077.54
Traver Joint Elementary	226	\$ 5,000.00	\$ 6,186.50	\$ 309.33	\$ 6,495.83	\$3,247.91
Tulare City	9,319	\$ 5,000.00	\$ 53,924.75	\$ 2,696.24	\$ 56,620.99	\$28,310.49
Tulare Joint Union High	5,700	\$ 5,000.00	\$ 34,925.00	\$ 1,746.25	\$ 36,671.25	\$18,335.63
Visalia Unified	28,884	\$ 5,000.00	\$ 156,641.00	\$ 7,832.05	\$ 164,473.05	\$82,236.53
Waukena Joint Union Elementary	224	\$ 5,000.00	\$ 6,176.00	\$ 308.80	\$ 6,484.80	\$3,242.40
Woodlake Unified	2,069	\$ 5,000.00	\$ 15,862.25	\$ 793.11	\$ 16,655.36	\$8,327.68
Woodville Union Elementary	422	\$ 5,000.00	\$ 7,215.50	\$ 360.78	\$ 7,576.28	\$3,788.14
Totals:	98,533	\$ 220,000.00	\$ 737,298.25	\$ 36,864.91	\$ 774,163.16	\$387,081.58

Tulare County Office of Education			\$ 88,400.00	\$ 4,420.00	\$ 92,820.00
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Annual		
\$	825,698.25	\$ 866,983.16

8. ADMINISTRATIVE: Action items:

- 8.9** Approve Contract Amendment – Floor Replacement Project at Tipton Elementary School Recommend approving an amendment to the Floor Replacement Project at Tipton Elementary School – Furniture Moving

AMENDMENT TO AGREEMENT - 1

THIS AMENDMENT to the May 5, 2022 Agreement between Owner and Contractor is effective on the date last signed below, between Tipton Elementary School District (the "Owner") and Michael Flooring, Inc. (the "Contractor"), each a "Party" and together, the "Parties" to the Agreement and this Amendment 1.

RECITALS

- A. **Whereas**, in April 2022, the Owner issued a Request for Bid for the Floor Replacement Project ("Project");
- B. **Whereas**, the Request for Bid included an additive alternate to move furniture prior to commencing the Project;
- C. **Whereas**, on May 3, 2022, the Governing Board awarded the contract for the Project, but did not award the contract for the additive alternate bid to move furniture;
- D. **Whereas**, the Parties entered into an Agreement for the Project effective on the date set forth above; and
- E. **Whereas**, the Owner now wishes to award the additive alternate to move furniture to the contract.

AMENDMENTS

- 1. Paragraph 4a (Payment – Additive Alternate) shall be added to the Agreement to read as follows:

4a. PAYMENT – ADDITIVE ALTERNATE. The Owner agrees to pay the Contractor in current funds Thirty-one thousand, two hundred fifty four dollars and 29 cents. (\$31,254.29) for work satisfactorily performed after receipt of properly documented and submitted Applications for Payment and to make payments on account thereof, as provided in the General Conditions.

- 2. All other terms and conditions of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the foregoing Amendment is executed on the date and year set forth below.

(CONTRACTOR)

SIGNED BY (Contractor)

874-947

CONTRACTOR'S LICENSE NO.

5-31-2024

LICENSE EXPIRATION DATE

Date:

6/3/22

(OWNER)

Shirley Bittencourt

Superintendent (Title)

Date:

6/3/22

8. ADMINISTRATIVE: Action items:

8.10 Approve Contract Amendment – Floor Replacement Project at Tipton Elementary School Recommend approving an amendment to the Floor Replacement Project at Tipton Elementary School – Alternative Flooring Product

AMENDMENT TO AGREEMENT - 2

THIS AMENDMENT, to the May 5, 2022 Agreement between Owner and Contractor is effective on the date last signed below, between Tipton Elementary School District (the "Owner") and Michael Flooring, Inc. (the "Contractor"), each a "Party" and together, the "Parties" to the Agreement and this Amendment 2.

RECITALS

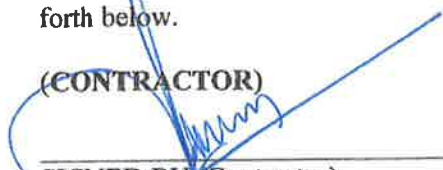
- A. **Whereas**, in April 2022, the Owner issued a Request for Bid for the Floor Replacement Project ("Project");
- B. **Whereas**, the Request for Bid included a specified flooring product to be used to complete the Project;
- C. **Whereas**, all bids received proposed using the specified flooring product;
- D. **Whereas**, on May 3, 2022, the Governing Board awarded the contract for the Project;
- E. **Whereas**, the Parties entered into an Agreement for the Project effective on the date set forth above;
- F. **Whereas**, after the effective date of the Agreement, the Contractor informed the Owner that the specified flooring product will not be available until July 2022;
- G. **Whereas**, if the Project does not commence immediately, the Project will not be completed prior to the beginning of the 2022-2023 school year; and
- H. **Whereas**, the Owner has agreed to substitute the specified flooring product for a more readily available product, but the more readily available product will increase the Project cost.

AMENDMENTS

- 1. Paragraph 4 (Payment) of the Agreement shall be amended in its entirety to read as follows:

4. PAYMENT. The Owner agrees to pay the Contractor in current funds One Hundred Ninety-One Thousand Six-Hundred Forty-Seven Dollars (\$191,647.00) for work satisfactorily performed after receipt of properly documented and submitted Applications for Payment and to make payments on account thereof, as provided in the General Conditions.
- 2. All other terms and conditions of the Agreement shall remain in full force and effect.


IN WITNESS WHEREOF, the foregoing Amendment is executed on the date and year as set forth below.

(CONTRACTOR)


SIGNED BY (Contractor)
874-947

CONTRACTOR'S LICENSE NO.
5-31-2024

LICENSE EXPIRATION DATE
Date: 6/3/22

(OWNER)


Superintendent (Title)

Date: 6/3/2022

8. ADMINISTRATIVE: Action items:

8.11. Agreement with Infinity for E-Rate Consulting Services

**PROJECT ATTACHMENT 0292-FY2023
TIPTON ELEMENTARY SCHOOL DISTRICT**

Client No. 0292

SERVICES: CATEGORY ONE E-RATE CONSULTING SERVICES

INFINITY'S RESPONSIBILITIES

Infinity shall perform the following tasks for our **Category One E-Rate Consulting Services**:

E-RATE AND CALIFORNIA TELECONNECT FUND (CTF) CONSULTING SERVICE

1. **Client Access** – Infinity will be available to the Client by phone, email, or in person to address Client related E-Rate Funding issues. Client will provide Infinity with a minimum of 72 hours' notice of a request for onsite service.
2. **Program Updates** – Infinity will update the Client on changes in the E-Rate and CTF process and help staff to take advantage of newly eligible products and services.
3. **Program Compliance** – Infinity will assist the Client to verify that USAC rules are being followed and, if necessary, provide guidance on new processes or procedures to ensure program compliance, in regard to Bid Evaluations, Procurement, Technology Plans, CIPA compliance, Technology Budget, and Document Retention.

E-RATE APPLICATION MANAGEMENT

1. **Needs Assessment and Strategic Planning** – Infinity will assist the Client to determine a Filing Strategy that best meets the Client's needs to maximize the Client's E-Rate funding opportunities.
2. **Determination of Funding Request Amount** – Infinity will prepare the required "Item 21 Attachment Sheet", by; review one (1) month of the Client's bills from eligible Service Providers to determine an estimated annual funding request, review of Client's current annual contract(s) for eligible services, and/or review of new contract(s) for eligible services.
3. **File Forms** – Infinity will prepare and file the following forms required by USAC's School and Library Division to receive E-Rate Category One Telecommunications and Internet Access funding: Form 470, Form 471, and Form 486.
4. **Administration of PIA Process** – Infinity will assist the Client in responses to and delivery of the required documentation for USAC's "Program Integrity Assurance" (PIA) information requests.
5. **Service Provider Collections** – Infinity will prepare the Service Provider's required forms ("Discount Grids") to have the Client's eligible discounts added to the monthly Service Provider Bills (SPI Method) or prepare and file the Form 472 (BEAR Method) to have a reimbursement check issued for the eligible discount amount.
6. **Application Status** – Infinity will provide the Client with progress status on applications, reviews, and modifications, for the Client's open funding requests.

REQUEST FOR PROPOSAL (RFP) MANAGEMENT SERVICES

1. **Develop RFP Documents** – Infinity will develop a Request for Proposal (RFP) for Category One Services in compliance with the Client's Local/State and the E-Rate Program's procurement requirements. If newspaper publication is required, Infinity will assist the Client with compliance at least 20 days prior to receipt of responses to the Form 470.
2. **RFP Tracking** – Infinity will distribute and track, in electronic form only, the "RFP Documents" to prospective bidders thru Infinity's "Projects" website.
3. **Administration of RFP Process** – Infinity will prepare and distribute project clarification(s) and/or addenda(s) to address questions from prospective bidders.
4. **Bid Opening** – Infinity will conduct the opening of bid response(s). All bid openings will be held at Infinity's offices, unless otherwise agreed upon between the Client and Infinity.
5. **Bid Evaluation** - Infinity will evaluate the bid responses based on the E-Rate Program's requirements for the "Evaluation of Bids" and provide the Client with recommendations for the award of contract(s).
6. **Contract Administration** – Infinity will collect the documents necessary for the award of contract from the successful bidder and coordinate the delivery to the Client for execution.

AUDIT ASSISTANCE

1. **Document Retention** – Infinity will maintain a copy of the documents required for E-Rate Program's "Document Retention Policy", including "Pre-bidding Process", "Bidding Process", "Award of Contracts", "Application Process", "Purchase and Delivery of Service", "Invoicing", "Inventory", and "Forms and Rules Compliance", for up to 10 years from the last date of service.
2. **Document Assistance** – Infinity will assist the Client in the preparation and delivery of the Auditor requested documentation.

3. Support Services –Infinity will represent the Client during all E-Rate Audits.

CLIENTS' RESPONSIBILITIES

The Client's responsibilities, for the successful completion of our **Category One E-Rate Consulting Services**, shall include:

1. Appointing a representative to act on their behalf, with respect to this agreement and the subsequent projects, who has the authority to render decisions and approve requests from Infinity, in a timely manner as not to cause unreasonable delay in the progress of Infinity's service.
 2. Provide Infinity with reasonable access to the site, if applicable, to allow Infinity the ability to perform the work detailed in this agreement.
 3. Provide Infinity all information, required for the successful completion of the agreed service, within 10 days, after the receipt of a request from Infinity. This includes at a minimum, but not limited to; Copies of Monthly Service Provider Bills, Copies of Service Provider Contracts, Approved Free & Reduced Lunch numbers, Budget Information, Copy of Approved Technology Plan, Copy of CIPA Compliance, and "Authorized Contact" information.
 4. Provide a Letter of Authorization (LOA), authorizing Infinity, to act on the Client's behalf to file E-Rate forms and respond to the USAC's request for information.
 5. Sign and certify the E-Rate forms required for the Client's application for funding, in a timely manner, as not to cause a failure to comply with the E-Rate Program's time sensitive deadlines.
 6. Require the Service Provider, for the eligible services the Clients is entitled to receive California Teleconnect Fund (CTF) support, to invoice USAC by the SPI Method (Form 474).
 7. Maintain and update an "Equipment Asset Register" (EAR). The EAR shall detail the make, model, serial number, and location of all equipment purchased with the support of the Universal Services Fund (E-Rate Program). The Client will provide Infinity a copy of the EAR for compliance with the "Inventory" section of E-Rate's "Document Retention Policy".
 8. Maintain and update a "Service Provider Reimbursement Reconciliation" (SPRR) spread sheet. The SPRR shall include, by FRN(s), the total amount of funds associated with each reimbursement, and/or the total amount of discounts (in the form of discounted bills, checks, or credits) received from the Service Provider. The Client will provide Infinity a copy of the SPRR for compliance with the "Invoicing" section of E-Rate's "Document Retention Policy".
 9. Retain documents, for each funding request, related to the "Pre-bidding Process", "Bidding Process", "Award of Contracts", "Application Process", "Purchase and Delivery of Service", "Invoicing", "Inventory", and "Forms and Rules Compliance" for a period of at least 10 years from the last date of service.
- * **In the event, something unforeseen happens that is not covered under PROJECT ATTACHMENT #0292-FY2023 with this contract, an additional fee will be negotiated before any additional services are provided.**
- ** **Should the client cease services with Infinity and request document re-construction for past years filings, there will be a charge for the time to re-create the document library. This charge will be assessed at the time of the request and will need to be paid prior to the release of the re-constructed documents.**

TERM OF CONTRACT:

This Agreement is for a term of **three (3) years**, with an expiration date of **June 30, 2025**.

PAYMENT SCHEDULE

Infinity's fee will be an annual flat rate fee of **\$13,500.00**, for Category One services.

Infinity's fee is invoiced on a quarterly schedule, unless otherwise directed by the Tipton Elementary School District.

* Existing services are for services currently being requested through the E-Rate program.

** Additional or new services may require additional fee. This fee must be agreed to prior to billing.

Standard Hourly Rates Schedule

For additional works that is required outside the scope of the original project, the hourly rates listed will be charged. Standard Hourly Rates are subject to review and adjustment. The hourly rates effective on the date of the Agreement are:

Principal	\$175.00/hour
Sr. Systems Designer	\$155.00/hour
Systems Designer	\$125.00/hour
CAD Operator	\$75.00/hour
Sr. Project Manager	\$155.00/hour
Project Manager	\$95.00/hour
Design Team Coordinator	\$75.00/hour
E-Rate Compliance Consultant	\$140.00/hour
E-Rate Specialist, III	\$90.00/hour
E-Rate Specialist, II	\$75.00/hour
E-Rate Specialist, I	\$55.00/hour
Support Staff	\$50.00/hour

Reimbursable Expenses Schedule

Reimbursable Expense rates are subject to annual review and adjustment. The rates effective on the date of the Agreement are:

Newspaper Advertisement	at cost + 15%
8"x11" Copies/Impression	\$0.05/sheet
Blueprint Copies	at cost + 15%
Reproducible Copies (Mylar)	at cost + 15%
Reproducible Copies (Paper)	at cost + 15%
Legal Counsel	at cost + 15%
Travel Expenses:	
Mileage (auto)	\$0.58/mile
Airfare	at cost + 15%
Meals	at cost + 15%
Lodging	at cost + 15%
Standard Labor Rate	See Hourly Rate Schedule Above

IN WITNESS THEREOF, the parties hereto have executed this Agreement on the date written below:

Infinity Communications & Consulting, Inc.

 Signature

 Date
 06/02/2022

 Name
 Martin Skiby

 Title
 Chief Executive Officer

 Address/City/State/Zip
 P.O. Box 999, Bakersfield, Ca. 93302

 Federal Tax ID#
 82-0573429

Tipton Elementary School District

 Signature

 Date
 6/2/22

 Name
 Stacy Bettenovet

 Title
 Superintendent

 Address/City/State/Zip
 370 N. Evans Rd, Tipton, CA

 Federal Tax ID#
 91-1883652
 93272

8. ADMINISTRATIVE: Action items:

8.12 Approval of Transfer of Funds “Golden Handshake” Members of Public Employees’ Retirement Systems (PERS)

**APPROVAL OF TRANSFER OF FUNDS
"GOLDEN HANDSHAKE"
MEMBERS OF PUBLIC EMPLOYEES' RETIREMENT SYSTEMS (PERS)**

WINDOW PERIOD: 07/15/2021 - 10/15/2021

This is to certify that Tipton School District
(District Name)

agrees to reimburse the Tulare County Office of Education for costs for providing eligible members two years additional service credit under Government Code Section 20904. Upon receipt from P.E.R.S. of the billing of actual costs for each individual, the Tulare County Office of Education is authorized to transfer funds from the district in an amount equal to the total cost. If payment cannot be made in one lump sum, payments may be scheduled within a two-year period from the billing date, including interest. The current interest rate is 8.5%*. The rate applied by the state at the time of billing will be charged on the declining unpaid balance. Please select one of the options indicated below for transferring the funds:

- A) Transfer balance due in one lump sum upon receipt of billing from P.E.R.S.
- B) Transfer funds scheduled over two-year period from billing date including the state applied interest on unpaid balance.



Signature of Superintendent

Stacey Bettencourt

Print Name

Board President

Greg Rice

Print Name

DATE

*Subject To Change

9. FINANCE: Action items:

9.1 Vendor Payments

APY List

FISCAL YEAR 2021-
2022

Date Paid between 04/26/2022 and 05/31/2022

Vendor No	Vendor Name	Reference Number	Payment Date	Invoice Number/Desc.	AccountCode	Amount	COVID Expenses
14484	AIR QUALITY COMPLIANCE SOLU	221454	04/29/2022	22-013	010-32140-0-00000-81000-58000-0-0000	\$2,500.00	COVID/ESSER III
13971	ALMEIDA, VIRGINIA	221530	04/29/2022	REIMB.MILAGE.MEALS	010-90336-0-11100-10000-52000-0-0000	\$41.32	
13971	ALMEIDA, VIRGINIA	221531	04/29/2022	REIMB.MILE.MEAL	010-90336-0-11100-10000-52000-0-0000	\$272.18	
13971	ALMEIDA, VIRGINIA	221532	04/29/2022	REIMB.MEAL.MILE	010-90336-0-11100-10000-52000-0-0000	\$224.18	
13971	ALMEIDA, VIRGINIA	221539	05/06/2022	TRAVEL REIMB.	010-90336-0-11100-10000-52000-0-0000	\$27.37	
13036	AMERICAN FIDELITY	221591	05/13/2022	APRIL 2022	010-00000-0-00000-00000-95024-0-0000	\$337.31	
14247	AMERICAN STEAMWAY	221455	04/29/2022	32962	010-07230-0-00000-36000-43000-0-0000	\$138.64	
14247	AMERICAN STEAMWAY	221590	05/13/2022	32952	010-07230-0-00000-36000-43000-0-0000	\$1,158.32	
12788	ARAMARK UNIFORM SERVICES IN	221448	04/29/2022	503000509710	010-00000-0-00000-81000-56000-0-0000	\$504.40	
12788	ARAMARK UNIFORM SERVICES IN	221447	04/29/2022	503000501141	010-00000-0-00000-81000-56000-0-0000	\$506.56	
12788	ARAMARK UNIFORM SERVICES IN	221449	04/29/2022	503000514425	010-00000-0-00000-81000-56000-0-0000	\$491.04	
12788	ARAMARK UNIFORM SERVICES IN	221536	05/06/2022	503000518693	010-00000-0-00000-81000-56000-0-0000	\$515.68	
12788	ARAMARK UNIFORM SERVICES IN	221616	05/27/2022	503000532854	010-00000-0-00000-81000-56000-0-0000	\$483.73	
12788	ARAMARK UNIFORM SERVICES IN	221617	05/27/2022	503000527818	010-00000-0-00000-81000-56000-0-0000	\$493.79	
12788	ARAMARK UNIFORM SERVICES IN	221618	05/27/2022	503000523299	010-00000-0-00000-81000-56000-0-0000	\$501.75	
13904	AT&T	221452	04/29/2022	9391028859	010-00000-0-00000-81000-59000-0-0000	\$25.17	
13904	AT&T	221453	04/29/2022	9391028858	010-00000-0-00000-81000-59000-0-0000	\$206.04	
13904	AT&T	221613	05/27/2022	9391028859	010-00000-0-00000-81000-59000-0-0000	\$24.96	
13904	AT&T	221614	05/27/2022	9391028858	010-00000-0-00000-81000-59000-0-0000	\$209.57	
14101	B&B PEST CONTROL SERVICE	221456	04/29/2022	01-TIP-03-22	010-00000-0-00000-81000-58000-0-0000	\$170.00	
14101	B&B PEST CONTROL SERVICE	221592	05/13/2022	01-TIP-04-22	010-00000-0-00000-81000-58000-0-0000	\$170.00	
13286	BETTENCOURT, STACEY	221635	05/27/2022	REIMB.MILAGE	010-00000-0-00000-72000-52000-0-0000	\$21.06	
13286	BETTENCOURT, STACEY	221451	04/29/2022	REIMB.MILAGE	010-00000-0-11100-10000-52000-0-0000	\$23.05	
13286	BETTENCOURT, STACEY	221450	04/29/2022	REIMB.MILAGE	010-90336-0-11100-10000-52000-0-0000	\$21.06	
13603	BURRELL, GEORGINA	221540	05/06/2022	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$100.00	
14037	CALIFORNIA BUSINESS MACHINES	221462	04/29/2022	292629	010-11000-0-11100-10000-43000-0-0000	\$226.28	
12548	CALIFORNIA TURF EQUIP. & SUPP.	221463	04/29/2022	542129	010-81500-0-00000-81000-43000-0-0000	\$4,531.92	
13309	CASBO	221701	05/31/2022	00187479	010-00000-0-00000-72000-52000-0-0000	\$5,500.00	
14452	COAST CITRUS DISTRIBUTORS	221537	05/06/2022	01101975	010-60100-0-11100-10000-43000-0-0000	\$14.00	
13181	DEMCO	221644	05/27/2022	7127397	010-07200-0-11100-24203-43000-0-0115	\$949.03	
13220	DIANA AVILA	221446	04/29/2022	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$92.46	
14490	DJ CLAUDIO VALERO	221550	05/06/2022	6.3.22	010-00000-0-11100-10000-58000-0-0000	\$350.00	
14177	DUBUQUE BANK & TRUST	221445	04/29/2022	7287401335	010-99901-0-00000-91000-74380-0-0000	\$3,787.60	
14177	DUBUQUE BANK & TRUST	221444	04/29/2022	7287401335	010-99901-0-00000-91000-74390-0-0000	\$18,212.40	
13796	E.M. THARP, INC.	221631	05/27/2022	01EMT5159	010-07230-0-00000-36000-43000-0-0000	\$80.00	
13796	E.M. THARP, INC.	221632	05/27/2022	01EMT5143	010-07230-0-00000-36000-43000-0-0000	\$415.00	
14374	ELAN FINANCIAL SERIVCES	221589	05/06/2022	9091 BETTENCOURT	010-07200-0-11372-10000-43000-0-0402	\$388.14	

14375	ELAN FINANCIAL SERVICES	221535	05/06/2022	9281 SOLIAN	010-00000-0-00000-72000-59000-0-0000	\$19.71	
14373	ELAN FINANCIAL SERVICES	221577	05/06/2022	0461 MARTIN	010-07200-0-11302-10000-43000-0-0403	\$315.00	
14373	ELAN FINANCIAL SERVICES	221578	05/06/2022	0461 MARTIN	010-07200-0-11302-10000-43000-0-0403	\$590.00	
14373	ELAN FINANCIAL SERVICES	221576	05/06/2022	0461 MARTIN	010-07230-0-00000-36000-58000-0-0000	\$199.00	
14459	ELAN FINANCIAL SERVICES	221579	05/06/2022	1091 CUNHA	010-00000-0-00000-72000-59000-0-0000	\$9.25	
14459	ELAN FINANCIAL SERVICES	221587	05/06/2022	1091 CUNHA	010-90336-0-11100-10000-43000-0-0000	\$17.99	
14459	ELAN FINANCIAL SERVICES	221580	05/06/2022	1091 CUNHA	010-90336-0-11100-10000-52000-0-0000	\$67.00	
14459	ELAN FINANCIAL SERVICES	221582	05/06/2022	1091 CUNHA	010-90336-0-11100-10000-52000-0-0000	\$18.62	
14459	ELAN FINANCIAL SERVICES	221583	05/06/2022	1091 CUNHA	010-90336-0-11100-10000-52000-0-0000	\$8.57	
14459	ELAN FINANCIAL SERVICES	221584	05/06/2022	1091 CUNHA	010-90336-0-11100-10000-52000-0-0000	\$3.36	
14459	ELAN FINANCIAL SERVICES	221585	05/06/2022	1091 CUNHA	010-90336-0-11100-10000-52000-0-0000	\$14.38	
14459	ELAN FINANCIAL SERVICES	221586	05/06/2022	1091 CUNHA	010-90336-0-11100-10000-52000-0-0000	\$5.00	
14459	ELAN FINANCIAL SERVICES	221588	05/06/2022	1091 CUNHA	010-90336-0-11100-10000-52000-0-0000	\$32.92	
14317	ENERSPECT MEDICAL SOULTIONS	221630	05/27/2022	7927	010-00000-0-00000-72000-43000-0-0000	\$75.00	
13983	EWING IRRIGATION	221546	05/06/2022	16510841	010-81500-0-00000-81000-43000-0-0000	\$6.79	
13983	EWING IRRIGATION	221547	05/06/2022	9417605	010-81500-0-00000-81000-43000-0-0000	\$473.49	
14474	FOLLETT CONTENT SOLUTIONS, I	221638	05/27/2022	475375	010-07200-0-11100-10000-43000-0-0103	\$263.46	
14474	FOLLETT CONTENT SOLUTIONS, I	221639	05/27/2022	464267	010-07200-0-11100-24203-43000-0-0115	\$1,301.10	
14479	FRESNO ROOFING COMPANY, INC	221464	04/29/2022	S3040	010-32140-0-00000-85000-62000-0-0000	\$10,850.00	COVID/ESSER III
14479	FRESNO ROOFING COMPANY, INC	221465	04/29/2022	S3014C	010-32140-0-00000-85000-62000-0-0000	\$40,750.00	COVID/ESSER III
14479	FRESNO ROOFING COMPANY, INC	221486	04/29/2022	S3039	010-32140-0-00000-85000-62000-0-0000	\$4,750.00	COVID/ESSER III
12614	FRESNO'S CHAFFEE ZOO CORP.	221637	05/27/2022	1337368	010-07200-0-11100-10000-58000-0-0107	\$270.00	
14278	HEINEMANN	221645	05/27/2022	7436704	010-26000-0-11100-10000-43000-0-0000	\$1,004.47	
13920	HEINKS, DESIREE	221458	04/29/2022	REIMB.ED PARTNERS	010-90111-0-11100-10000-43000-0-0000	\$108.00	
13920	HEINKS, DESIREE	221634	05/27/2022	REIMB.MILAGE	010-90111-0-11100-10000-52000-0-0000	\$235.17	
13957	INFINITY COMM. & CONSUL., INC.	221473	04/29/2022	13684	010-00000-0-00000-71000-58000-0-0000	\$3,375.00	
13672	ISABEL DIAZ	221543	05/06/2022	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$75.98	
14493	IXL LEARNING, INC.	221636	05/27/2022	S4333564	010-30100-1-11100-10000-58000-0-0000	\$8,925.00	
14239	JOEY'S JUMPING CASTLE	221700	05/31/2022	2394	010-60100-0-11100-10000-58000-0-0000	\$1,000.00	
14227	KEVIN BROWN	221599	05/13/2022	REIMB.SHIPPING	010-99901-0-00000-85000-44000-0-0000	\$544.21	
12733	LAKESHORE	221474	04/29/2022	771118040122	010-74250-0-11100-10000-43000-0-0000	\$174.52	COVID/ELO
12733	LAKESHORE	221475	04/29/2022	771118040122	010-74250-0-11100-10000-43000-0-0000	\$24.30	COVID/ELO
14371	LORI SMITH	221541	05/06/2022	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$100.00	
13961	LOWE'S	221605	05/13/2022	926937	010-81500-0-00000-81000-43000-0-0000	\$276.51	
13961	LOWE'S	221602	05/13/2022	901157	010-81500-0-00000-81000-43000-0-0000	\$351.46	
13961	LOWE'S	221603	05/13/2022	971964	010-81500-0-00000-81000-43000-0-0000	\$370.49	
13961	LOWE'S	221604	05/13/2022	925570	010-81500-0-00000-81000-43000-0-0000	\$441.85	
13961	LOWE'S	221606	05/13/2022	976511	010-81500-0-00000-81000-43000-0-0000	\$649.18	
12270	LOZANO SMITH	221646	05/27/2022	2162782	010-00000-0-00000-72000-58000-0-0000	\$1,727.23	
14024	MATH TEACHERS PRESS, INC.	221548	05/06/2022	00050068	010-26000-0-11100-10000-43000-0-0000	\$4,445.06	
13882	MOBILE MODULAR MGT. CORP.	221476	04/29/2022	2264767	010-00000-0-00000-81000-56000-0-0000	\$640.00	
13882	MOBILE MODULAR MGT. CORP.	221477	04/29/2022	2264819	010-00000-0-00000-81000-56000-0-0000	\$640.00	
13882	MOBILE MODULAR MGT. CORP.	221478	04/29/2022	2264820	010-00000-0-00000-81000-56000-0-0000	\$640.00	
13882	MOBILE MODULAR MGT. CORP.	221647	05/27/2022	2275887	010-00000-0-00000-81000-56000-0-0000	\$640.00	
13882	MOBILE MODULAR MGT. CORP.	221648	05/27/2022	2275906	010-00000-0-00000-81000-56000-0-0000	\$640.00	
13882	MOBILE MODULAR MGT. CORP.	221649	05/27/2022	2275907	010-00000-0-00000-81000-56000-0-0000	\$640.00	
14383	MORENO, LAURA	221542	05/06/2022	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$96.62	

14103	MUNOZ, JACOB	221534	05/06/2022	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$67.51	
14449	NANCY AKHAVAN CONSULTING I	221650	05/27/2022	22-002	010-30100-0-11100-10000-58000-0-0000	\$4,000.00	
14449	NANCY AKHAVAN CONSULTING I	221651	05/27/2022	21-001	010-74250-0-11100-10000-58000-0-0000	\$10,200.00	COVID/ELO
14449	NANCY AKHAVAN CONSULTING I	221652	05/27/2022	22-001	010-74250-0-11100-10000-58000-0-0000	\$2,000.00	COVID/ELO
14411	NEARPOD INC.	221594	05/13/2022	INV51868	010-26000-0-11100-10000-58000-0-0000	\$520.83	
14363	NUTRIEN AG SOLUTIONS	221653	05/27/2022	47777704	010-00000-0-00000-81000-43000-0-0000	\$1,082.89	
12836	OFFICE DEPOT, INC.	221676	05/27/2022	242664618001	010-00000-0-00000-72000-43000-0-0000	\$14.00	
12836	OFFICE DEPOT, INC.	221677	05/27/2022	242628171001	010-00000-0-00000-72000-43000-0-0000	\$244.81	
12836	OFFICE DEPOT, INC.	221506	04/29/2022	228474571001	010-00000-0-11100-10000-43000-0-0000	\$12.90	
12836	OFFICE DEPOT, INC.	221687	05/27/2022	240897888001	010-00000-0-11100-10000-43000-0-0000	\$61.36	
12836	OFFICE DEPOT, INC.	221675	05/27/2022	238165011001	010-07200-0-11100-10000-43000-0-0103	\$112.38	
12836	OFFICE DEPOT, INC.	221509	04/29/2022	235772816001	010-07200-0-11100-24203-43000-0-0115	\$29.08	
12836	OFFICE DEPOT, INC.	221507	04/29/2022	235827236001	010-07200-0-11100-24203-43000-0-0115	\$25.72	
12836	OFFICE DEPOT, INC.	221508	04/29/2022	235827233001	010-07200-0-11100-24203-43000-0-0115	\$15.61	
12836	OFFICE DEPOT, INC.	221521	04/29/2022	234645913001	010-11000-0-11100-10000-43000-0-0000	\$152.58	
12836	OFFICE DEPOT, INC.	221504	04/29/2022	236422941001	010-11000-0-11100-10000-43000-0-0000	\$5.39	
12836	OFFICE DEPOT, INC.	221513	04/29/2022	232386248001	010-11000-0-11100-10000-43000-0-0000	\$58.36	
12836	OFFICE DEPOT, INC.	221516	04/29/2022	232456603001	010-11000-0-11100-10000-43000-0-0000	\$82.79	
12836	OFFICE DEPOT, INC.	221503	04/29/2022	229995696001	010-11000-0-11100-10000-43000-0-0000	\$50.81	
12836	OFFICE DEPOT, INC.	221505	04/29/2022	235846160001	010-11000-0-11100-10000-43000-0-0000	\$89.31	
12836	OFFICE DEPOT, INC.	221502	04/29/2022	229988807001	010-11000-0-11100-10000-43000-0-0000	\$94.58	
12836	OFFICE DEPOT, INC.	221520	04/29/2022	234600831001	010-11000-0-11100-10000-43000-0-0000	\$13.23	
12836	OFFICE DEPOT, INC.	221522	04/29/2022	238116403001	010-11000-0-11100-10000-43000-0-0000	\$315.67	
12836	OFFICE DEPOT, INC.	220021	04/29/2022	236308789001	010-11000-0-11100-10000-43000-0-0000	(\$7.53)	
12836	OFFICE DEPOT, INC.	221517	04/29/2022	237922123001	010-11000-0-11100-10000-43000-0-0000	\$16.74	
12836	OFFICE DEPOT, INC.	221523	04/29/2022	238131770001	010-11000-0-11100-10000-43000-0-0000	\$6.37	
12836	OFFICE DEPOT, INC.	221512	04/29/2022	230570731001	010-11000-0-11100-10000-43000-0-0000	\$39.63	
12836	OFFICE DEPOT, INC.	221514	04/29/2022	233621028001	010-11000-0-11100-10000-43000-0-0000	\$95.15	
12836	OFFICE DEPOT, INC.	221515	04/29/2022	232300092001	010-11000-0-11100-10000-43000-0-0000	\$68.84	
12836	OFFICE DEPOT, INC.	221518	04/29/2022	237922091001	010-11000-0-11100-10000-43000-0-0000	\$194.82	
12836	OFFICE DEPOT, INC.	221511	04/29/2022	229301434001	010-11000-0-11100-10000-43000-0-0000	\$4.50	
12836	OFFICE DEPOT, INC.	221519	04/29/2022	234645918001	010-11000-0-11100-10000-43000-0-0000	\$16.05	
12836	OFFICE DEPOT, INC.	221694	05/27/2022	241504448001	010-11000-0-11100-10000-43000-0-0000	\$46.34	
12836	OFFICE DEPOT, INC.	221691	05/27/2022	241967337001	010-11000-0-11100-10000-43000-0-0000	\$55.89	
12836	OFFICE DEPOT, INC.	221693	05/27/2022	242176632001	010-11000-0-11100-10000-43000-0-0000	\$67.49	
12836	OFFICE DEPOT, INC.	221695	05/27/2022	240710821001	010-11000-0-11100-10000-43000-0-0000	\$213.06	
12836	OFFICE DEPOT, INC.	221696	05/27/2022	240710821001	010-11000-0-11100-10000-43000-0-0000	\$97.68	
12836	OFFICE DEPOT, INC.	221697	05/27/2022	238542347001	010-11000-0-11100-10000-43000-0-0000	\$124.22	
12836	OFFICE DEPOT, INC.	221683	05/27/2022	226252564001	010-11000-0-11100-10000-43000-0-0000	\$52.89	
12836	OFFICE DEPOT, INC.	221686	05/27/2022	226093124001	010-11000-0-11100-10000-43000-0-0000	\$47.20	
12836	OFFICE DEPOT, INC.	221682	05/27/2022	242928831001	010-11000-0-11100-10000-43000-0-0000	\$1.15	
12836	OFFICE DEPOT, INC.	221685	05/27/2022	226093124001	010-11000-0-11100-10000-43000-0-0000	\$40.12	
12836	OFFICE DEPOT, INC.	220027	05/27/2022	233822779001	010-11000-0-11100-10000-43000-0-0000	(\$52.89)	
12836	OFFICE DEPOT, INC.	221684	05/27/2022	226093124002	010-11000-0-11100-10000-43000-0-0000	\$104.31	
12836	OFFICE DEPOT, INC.	221698	05/27/2022	238573754001	010-11000-0-11100-10000-43000-0-0000	\$94.74	
12836	OFFICE DEPOT, INC.	221699	05/27/2022	238366735001	010-11000-0-11100-10000-43000-0-0000	\$129.04	
12836	OFFICE DEPOT, INC.	220028	05/27/2022	229074615001	010-11000-0-11100-10000-43000-0-0000	(\$95.15)	

12836	OFFICE DEPOT, INC.	221692	05/27/2022	241987392001	010-11000-0-11100-10000-43000-0-0000	\$24.99	
12836	OFFICE DEPOT, INC.	221688	05/27/2022	235307710001	010-11000-0-11100-10000-43000-0-0000	\$95.15	
12836	OFFICE DEPOT, INC.	221528	04/29/2022	229644914001	010-60100-0-11100-10000-43000-0-0000	\$24.66	
12836	OFFICE DEPOT, INC.	221529	04/29/2022	227137558001	010-60100-0-11100-10000-43000-0-0000	\$24.01	
12836	OFFICE DEPOT, INC.	221525	04/29/2022	234520547001	010-60100-0-11100-10000-43000-0-0000	\$20.78	
12836	OFFICE DEPOT, INC.	221527	04/29/2022	229643135001	010-60100-0-11100-10000-43000-0-0000	\$48.05	
12836	OFFICE DEPOT, INC.	221524	04/29/2022	234520565001	010-60100-0-11100-10000-43000-0-0000	\$17.23	
12836	OFFICE DEPOT, INC.	221526	04/29/2022	234499922001	010-60100-0-11100-10000-43000-0-0000	\$59.96	
12836	OFFICE DEPOT, INC.	221678	05/27/2022	243722928001	010-74250-0-11100-10000-43000-0-0000	\$181.82	COVID/ELO
12836	OFFICE DEPOT, INC.	221679	05/27/2022	244204903001	010-74250-0-11100-10000-43000-0-0000	\$96.09	COVID/ELO
12836	OFFICE DEPOT, INC.	221681	05/27/2022	244204510001	010-74250-0-11100-10000-43000-0-0000	\$89.11	COVID/ELO
12836	OFFICE DEPOT, INC.	221680	05/27/2022	244204901001	010-74250-0-11100-10000-43000-0-0000	\$211.11	COVID/ELO
12836	OFFICE DEPOT, INC.	221498	04/29/2022	236156565001	010-90336-0-11100-10000-43000-0-0000	\$268.29	
12836	OFFICE DEPOT, INC.	221499	04/29/2022	236157654001	010-90336-0-11100-10000-43000-0-0000	\$403.21	
12836	OFFICE DEPOT, INC.	221500	04/29/2022	236157654002	010-90336-0-11100-10000-43000-0-0000	\$30.15	
12836	OFFICE DEPOT, INC.	221501	04/29/2022	236157655001	010-90336-0-11100-10000-43000-0-0000	\$16.90	
12836	OFFICE DEPOT, INC.	221690	05/27/2022	236157654004	010-90336-0-11100-10000-43000-0-0000	\$18.63	
12836	OFFICE DEPOT, INC.	221689	05/27/2022	236157654003	010-90336-0-11100-10000-43000-0-0000	\$5.93	
13562	ORIENTAL TRADING CO.	221549	05/06/2022	696626959-02	010-60100-0-11100-10000-43000-0-0000	\$66.00	
13562	ORIENTAL TRADING CO.	221654	05/27/2022	716644432-01	010-60100-0-11100-10000-43000-0-0000	\$2,027.56	
14482	RADIO ENGINEERING INDUSTRIES	221596	05/13/2022	484058	010-41270-2-11100-10000-44000-0-0000	\$12,439.74	
14482	RADIO ENGINEERING INDUSTRIES	221597	05/13/2022	484058	010-41270-2-11100-10000-44000-0-0000	\$301.31	
14396	S & S AG AND AUTO PARTS	221555	05/06/2022	057680	010-07230-0-00000-36000-43000-0-0000	\$90.77	
14396	S & S AG AND AUTO PARTS	221557	05/06/2022	057976	010-07230-0-00000-36000-43000-0-0000	\$28.88	
14396	S & S AG AND AUTO PARTS	221558	05/06/2022	058565	010-07230-0-00000-36000-43000-0-0000	\$13.90	
14396	S & S AG AND AUTO PARTS	221559	05/06/2022	058639	010-07230-0-00000-36000-43000-0-0000	\$9.69	
14396	S & S AG AND AUTO PARTS	221560	05/06/2022	059266	010-07230-0-00000-36000-43000-0-0000	\$35.96	
14396	S & S AG AND AUTO PARTS	221554	05/06/2022	057054	010-07230-0-00000-36000-43000-0-0000	\$100.84	
14396	S & S AG AND AUTO PARTS	221556	05/06/2022	057876	010-07230-0-00000-36000-43000-0-0000	\$115.53	
14357	SANCHEZ CONNIE	221633	05/27/2022	REIMB.PARENT EVENT	010-07200-0-00000-24950-43000-0-0301	\$50.14	
13596	SCHOOL NURSE SUPPLY	221483	04/29/2022	0888815-IN	010-00000-0-11100-10000-43000-0-0000	\$488.82	
13717	SCHOOLWORKS, INC.	221481	04/29/2022	3871	010-00000-0-00000-72000-58000-0-0000	\$3,000.00	
14308	SHI INTERNATIONAL CORP	221669	05/27/2022	B15236472	010-00000-0-00000-72000-43000-0-0000	\$460.40	
14308	SHI INTERNATIONAL CORP	221484	04/29/2022	B15027718	010-07200-0-11100-24900-43000-0-0102	\$623.56	
14308	SHI INTERNATIONAL CORP	221488	04/29/2022	B1494248	010-07200-0-11100-24900-43000-0-0102	\$445.01	
14308	SHI INTERNATIONAL CORP	221561	05/06/2022	B15140214	010-07200-0-11100-24900-43000-0-0102	\$623.87	
14308	SHI INTERNATIONAL CORP	221562	05/06/2022	B15114209	010-07200-0-11100-24900-43000-0-0102	\$445.01	
14308	SHI INTERNATIONAL CORP	221658	05/27/2022	B15198801	010-07200-0-11100-24900-43000-0-0102	\$638.33	
14308	SHI INTERNATIONAL CORP	221673	05/27/2022	B15264353	010-32140-0-11100-10000-43000-0-0000	\$1,018.24	COVID/ESSER III
14111	SISC	221551	05/06/2022	MAY HW RET.BRD.ACT	010-00000-0-00000-00000-95024-0-0000	\$73,430.26	
14111	SISC	221553	05/06/2022	MAY HW RET.BRD.ACT	010-00000-0-00000-00000-95028-0-0000	\$2,497.20	
14111	SISC	221552	05/06/2022	MAY HW RET.BRD.ACT	010-00000-0-00000-71000-34020-0-0000	\$7,362.40	
5388	SOUTHERN CAL GAS	221487	04/29/2022	108 416 9100 8	010-00000-0-00000-81000-55000-0-0000	\$969.27	
5388	SOUTHERN CAL GAS	221655	05/27/2022	108 416 9100 8	010-00000-0-00000-81000-55000-0-0000	\$545.58	
5383	SOUTHERN CALIF EDISON CO	221485	04/29/2022	700142519619	010-99900-0-00000-81000-55000-0-0000	\$998.09	
5383	SOUTHERN CALIF EDISON CO	221656	05/27/2022	700142519619	010-99900-0-00000-81000-55000-0-0000	\$1,189.81	
13902	SOUTHWEST SCH. & OFFICE SUPPLI	221482	04/29/2022	PINV0961051	010-00000-0-11100-10000-43000-0-0000	\$145.72	

13902	SOUTHWEST SCH. & OFFICE SUPPL	221598	05/13/2022	PINV096510	010-00000-0-11100-10000-43000-0-0000	\$254.24	
13902	SOUTHWEST SCH. & OFFICE SUPPL	221659	05/27/2022	PINV0974268	010-00000-0-11100-10000-43000-0-0000	\$1,709.35	
13130	SYSCO FOOD SERVICES	221492	04/29/2022	384151102	010-00000-0-00000-72000-43000-0-0000	\$130.10	
13130	SYSCO FOOD SERVICES	221665	05/27/2022	384160911	010-00000-0-00000-72000-43000-0-0000	\$325.20	
13130	SYSCO FOOD SERVICES	221667	05/27/2022	384169034	010-07200-0-11100-10000-43000-0-0201	\$332.76	
13130	SYSCO FOOD SERVICES	221563	05/06/2022	384151101	010-60100-0-11100-10000-43000-0-0000	\$218.96	
13130	SYSCO FOOD SERVICES	220022	05/06/2022	384153581	010-60100-0-11100-10000-43000-0-0000	(\$21.66)	
13130	SYSCO FOOD SERVICES	221668	05/27/2022	384176450	010-60100-0-11100-10000-43000-0-0000	\$230.18	
13130	SYSCO FOOD SERVICES	221666	05/27/2022	384160910	010-60100-0-11100-10000-43000-0-0000	\$738.83	
13366	TAMARA MORTON	221544	05/06/2022	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$100.00	
14369	THE HOME DEPOT PRO	221443	04/29/2022	676391865	010-32120-0-00000-81000-43000-0-0000	\$216.63	COVID/ESSER II
14369	THE HOME DEPOT PRO	221441	04/29/2022	675688063	010-81500-0-00000-81000-43000-0-0000	\$400.16	
14369	THE HOME DEPOT PRO	221440	04/29/2022	675598825	010-81500-0-00000-81000-43000-0-0000	\$338.55	
14369	THE HOME DEPOT PRO	221442	04/29/2022	675595342	010-81500-0-00000-81000-43000-0-0000	\$580.45	
14369	THE HOME DEPOT PRO	221533	04/29/2022	675850028	010-81500-0-00000-81000-43000-0-0000	\$18.38	
13985	TIFFANI BENEDETTI	221545	05/06/2022	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$100.00	
12264	TIPTON AUTO PARTS	221607	05/13/2022	39112	010-81500-0-00000-81000-43000-0-0000	\$2.90	
12264	TIPTON AUTO PARTS	221608	05/13/2022	39162	010-81500-0-00000-81000-43000-0-0000	\$36.61	
12264	TIPTON AUTO PARTS	221611	05/13/2022	39780	010-81500-0-00000-81000-43000-0-0000	\$38.55	
12264	TIPTON AUTO PARTS	221612	05/13/2022	40038	010-81500-0-00000-81000-43000-0-0000	\$80.31	
12264	TIPTON AUTO PARTS	221609	05/13/2022	39587	010-81500-0-00000-81000-43000-0-0000	\$222.73	
12264	TIPTON AUTO PARTS	221610	05/13/2022	39723	010-81500-0-00000-81000-43000-0-0000	\$37.36	
5760	TIPTON COMMUNITY SERVICES D	221567	05/06/2022	10040002	010-00000-0-00000-81000-55000-0-0000	\$778.80	
14414	T-MOBILE USA INC.	221670	05/27/2022	970029235	010-32120-0-11100-10000-59000-0-0000	\$404.00	COVID/ESSER II
14485	TOUCH MATH LLC	221671	05/27/2022	200195253	010-74250-0-11100-10000-44000-0-0000	\$7,322.88	COVID/ELO
14426	TRAFERA, LLC	221672	05/27/2022	I000418457	010-26000-0-11100-10000-43000-0-0000	\$7,451.44	
14426	TRAFERA, LLC	220026	05/27/2022	C314710173	010-26000-0-11100-10000-43000-0-0000	(\$120.00)	
14463	TRAVIS HAUERT	221439	04/26/2022	14463	010-11000-0-11100-10000-43000-0-0000	\$63.29	
13463	TULARE COUNTY OFFICE OF EDUCATION	221600	05/13/2022	222207	010-00000-0-00000-73500-58000-0-0000	\$20,974.00	
13463	TULARE COUNTY OFFICE OF EDUCATION	221493	04/29/2022	220750	010-07200-0-11100-10000-58000-0-0107	\$9,576.31	
13463	TULARE COUNTY OFFICE OF EDUCATION	221601	05/13/2022	221836	010-78123-0-00000-31400-58000-0-0000	\$4,947.70	
12324	TULE TRASH COMPANY	221565	05/06/2022	235121	010-00000-0-00000-81000-55000-0-0000	\$886.96	
12324	TULE TRASH COMPANY	221566	05/06/2022	235121	010-00000-0-00000-81000-55000-0-0000	\$249.02	
14424	U.S. BANK EQUIPMENT FINANCE	221569	05/06/2022	470981911	010-00000-0-00000-72000-58000-0-0000	\$812.49	
14424	U.S. BANK EQUIPMENT FINANCE	221568	05/06/2022	470981911	010-00000-0-11100-10000-58000-0-0000	\$270.82	
14238	URBAN FUTURES INC	221571	05/06/2022	DISCLOSURE 2120-239	010-99900-0-00000-85000-58000-0-0000	\$350.00	
14238	URBAN FUTURES INC	221570	05/06/2022	DISCLOSURE 2021-239	010-99900-0-00000-85000-58000-0-0000	\$3,000.00	
13496	VALLEY PACIFIC PET. SERV., INC	221496	04/29/2022	22-534992	010-07230-0-00000-36000-43000-0-0000	\$1,787.22	
13496	VALLEY PACIFIC PET. SERV., INC	221574	05/06/2022	22-540450	010-07230-0-00000-36000-43000-0-0000	\$629.05	
13496	VALLEY PACIFIC PET. SERV., INC	221573	05/06/2022	22-540540	010-07230-0-00000-36000-43000-0-0000	\$1,129.35	
13333	VERIZON WIRELESS	221575	05/06/2022	9904568854	010-00000-0-00000-81000-59000-0-0000	\$652.00	
12498	VISALIA TIMES-DELTA	221495	04/29/2022	0004501329	010-00000-0-00000-72000-58000-0-0000	\$554.02	
14329	WEST COAST SAND & GRAVEL, IN	221674	05/27/2022	492265	010-07230-0-00000-36000-43000-0-0000	\$1,914.91	

010-General Fund Total Expenditures:

\$333,652.98

14222	Alvarez Electrical & Dairy Ser	221615	05/27/2022	12997	130-53100-0-00000-37000-56000-0-0000	\$165.50	
14101	B&B PEST CONTROL SERVICE	221457	04/29/2022	01-TIP-03-22	130-53100-0-00000-37000-58000-0-0000	\$40.00	

14101	B&B PEST CONTROL SERVICE	221593	05/13/2022	01-TIP-04-22	130-53100-0-00000-37000-58000-0-0000	\$40.00
14452	COAST CITRUS DISTRIBUTORS	221459	04/29/2022	01100374	130-53100-0-00000-37000-47000-0-0000	\$120.00
14452	COAST CITRUS DISTRIBUTORS	221460	04/29/2022	01100613	130-53100-0-00000-37000-47000-0-0000	\$264.50
14452	COAST CITRUS DISTRIBUTORS	221461	04/29/2022	01101949	130-53100-0-00000-37000-47000-0-0000	\$86.50
14452	COAST CITRUS DISTRIBUTORS	221538	05/06/2022	01102540	130-53100-0-00000-37000-47000-0-0000	\$475.00
14452	COAST CITRUS DISTRIBUTORS	221619	05/27/2022	01104060	130-53100-0-00000-37000-47000-0-0000	\$19.00
14452	COAST CITRUS DISTRIBUTORS	221620	05/27/2022	01103853	130-53100-0-00000-37000-47000-0-0000	\$291.00
14452	COAST CITRUS DISTRIBUTORS	221621	05/27/2022	01103525	130-53100-0-00000-37000-47000-0-0000	\$244.00
14452	COAST CITRUS DISTRIBUTORS	221622	05/27/2022	01103092	130-53100-0-00000-37000-47000-0-0000	\$190.50
14459	ELAN FINANCIAL SERVICES	221581	05/06/2022	1091 CUNHA	130-53100-0-00000-37000-43000-0-0000	\$179.40
12921	GOLD STAR FOODS INC.	221466	04/29/2022	4955244	130-53100-0-00000-37000-47000-0-0000	\$24.75
12921	GOLD STAR FOODS INC.	221467	04/29/2022	4911352	130-53100-0-00000-37000-47000-0-0000	\$384.72
12921	GOLD STAR FOODS INC.	221470	04/29/2022	4911778	130-53100-0-00000-37000-47000-0-0000	\$22.50
12921	GOLD STAR FOODS INC.	221468	04/29/2022	4864881	130-53100-0-00000-37000-47000-0-0000	\$63.00
12921	GOLD STAR FOODS INC.	221469	04/29/2022	4905502	130-53100-0-00000-37000-47000-0-0000	\$69.75
12921	GOLD STAR FOODS INC.	221640	05/27/2022	5003874	130-53100-0-00000-37000-47000-0-0000	\$168.15
12921	GOLD STAR FOODS INC.	221641	05/27/2022	5027665	130-53100-0-00000-37000-47000-0-0000	\$213.75
12921	GOLD STAR FOODS INC.	221471	04/29/2022	4946665	130-53100-0-00000-37000-58000-0-0000	\$69.30
12921	GOLD STAR FOODS INC.	221472	04/29/2022	4947168	130-53100-0-00000-37000-58000-0-0000	\$18.90
12921	GOLD STAR FOODS INC.	221643	05/27/2022	5038150	130-53100-0-00000-37000-58000-0-0000	\$39.60
12921	GOLD STAR FOODS INC.	221642	05/27/2022	5079682	130-53100-0-00000-37000-58000-0-0000	\$15.30
14287	P & R Paper Supply Company, In	221480	04/29/2022	11068847-00	130-53100-0-00000-37000-43000-0-0000	\$748.14
14287	P & R Paper Supply Company, In	221595	05/13/2022	11073919-00	130-53100-0-00000-37000-43000-0-0000	\$835.65
14287	P & R Paper Supply Company, In	220023	05/27/2022	11080761-00	130-53100-0-00000-37000-43000-0-0000	(\$40.00)
14287	P & R Paper Supply Company, In	221628	05/27/2022	11078890-00	130-53100-0-00000-37000-43000-0-0000	\$1,810.39
14287	P & R Paper Supply Company, In	221627	05/27/2022	11079186-00	130-53100-0-00000-37000-43000-0-0000	\$130.00
14287	P & R Paper Supply Company, In	221629	05/27/2022	11079447-00	130-53100-0-00000-37000-43000-0-0000	\$1,274.71
13191	PRODUCERS DAIRY FOODS	221479	04/29/2022	48085158771-9649	130-53100-0-00000-37000-47000-0-0000	\$1,477.59
14427	R & L CROW DISTRIBUTING	221623	05/27/2022	4.19.22	130-53100-0-00000-37000-47000-0-0000	\$1,204.20
14427	R & L CROW DISTRIBUTING	221624	05/27/2022	4.21.22	130-53100-0-00000-37000-47000-0-0000	\$517.20
14427	R & L CROW DISTRIBUTING	221625	05/27/2022	4.26.22	130-53100-0-00000-37000-47000-0-0000	\$710.88
14427	R & L CROW DISTRIBUTING	221626	05/27/2022	4.28.22	130-53100-0-00000-37000-47000-0-0000	\$741.60
13130	SYSCO FOOD SERVICES	221489	04/29/2022	384151100	130-53100-0-00000-37000-47000-0-0000	\$2,819.36
13130	SYSCO FOOD SERVICES	221490	04/29/2022	384143688	130-53100-0-00000-37000-47000-0-0000	\$989.93
13130	SYSCO FOOD SERVICES	221491	04/29/2022	384151103	130-53100-0-00000-37000-47000-0-0000	\$72.26
13130	SYSCO FOOD SERVICES	220025	05/27/2022	384131705	130-53100-0-00000-37000-47000-0-0000	(\$163.76)
13130	SYSCO FOOD SERVICES	221664	05/27/2022	384135799	130-53100-0-00000-37000-47000-0-0000	\$52.89
13130	SYSCO FOOD SERVICES	221660	05/27/2022	384176448	130-53100-0-00000-37000-47000-0-0000	\$243.50
13130	SYSCO FOOD SERVICES	221661	05/27/2022	384176449	130-53100-0-00000-37000-47000-0-0000	\$71.06
13130	SYSCO FOOD SERVICES	221662	05/27/2022	384160909	130-53100-0-00000-37000-47000-0-0000	\$4,310.67
13130	SYSCO FOOD SERVICES	221663	05/27/2022	384169033	130-53100-0-00000-37000-47000-0-0000	\$972.24
13130	SYSCO FOOD SERVICES	220024	05/27/2022	384171094	130-53100-0-00000-37000-47000-0-0000	(\$9.67)
12324	TULE TRASH COMPANY	221564	05/06/2022	235120	130-53100-0-00000-81000-55000-0-0000	\$1,234.05
12650	VALLEY FOOD SERVICE	221494	04/29/2022	413457	130-53100-0-00000-37000-47000-0-0000	\$648.30

130-Cafeteria Fund Total Expenditures:

\$23,856.31

13717	SCHOOLWORKS, INC.	221657	05/27/2022	3973	251-99620-0-00000-72000-58000-0-0000	\$2,500.00
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251-Developer Fees Fun Total Expenditures:

\$2,500.00

14238 URBAN FUTURES INC

221572

05/06/2022

DISCLOSURE 2021-239

351-77100-0-00000-85000-58000-0-0000

\$250.00

351-County Facilities Fund (Modernization) Total Expenditures:

\$250.00

Total Payments

\$360,259.29

9. FINANCE: Action items:

9.2 Budget Revisions

Budget Revision Report

Fund:	0100	General Fund	Account Classification	Approved / Revised	Change Amount	Proposed Budget
Revenues						
LCFF Sources						
			010-00000-0-00000-00000-80110-0-0000	\$3,996,974.00	\$508,593.00	\$4,505,567.00
			010-00000-0-00000-00000-80410-0-0000	\$794,624.00	\$38,018.00	\$832,642.00
			010-14000-0-00000-00000-80120-0-0000	\$1,828,099.00	(\$536,489.00)	\$1,291,610.00
			Total:	\$6,619,697.00	\$10,122.00	\$6,629,819.00
Federal Revenues						
			010-30100-1-00000-00000-82900-0-0000	\$164,650.61	(\$13,404.00)	\$151,246.61
			010-30100-2-00000-00000-82900-0-0000	\$279,798.00	(\$35,666.00)	\$244,132.00
			010-32100-0-00000-00000-82900-0-0000	\$0.00	\$203.12	\$203.12
			010-32120-0-00000-00000-82900-0-0000	\$468,763.92	\$323,816.82	\$792,580.74
			010-32130-0-00000-00000-82900-0-0000	\$0.00	\$85,350.00	\$85,350.00
			010-32140-0-00000-00000-82900-0-0000	\$0.00	\$68,514.83	\$68,514.83
			010-32160-0-00000-00000-82900-0-0000	\$62,256.00	(\$10,794.48)	\$51,461.52
			010-32170-0-00000-00000-82900-0-0000	\$14,286.00	(\$11,354.00)	\$2,932.00
			010-32180-0-00000-00000-82900-0-0000	\$40,580.00	(\$32,250.00)	\$8,330.00
			010-32190-0-00000-00000-82900-0-0000	\$69,954.00	(\$55,593.00)	\$14,361.00
			Total:	\$1,100,288.53	\$318,823.29	\$1,419,111.82
Other State Revenues						
			010-56400-0-00000-00000-85900-0-0000	\$1,675.00	(\$1,675.00)	\$0.00
			010-74220-0-00000-00000-85900-0-0000	\$196,759.00	\$32,691.00	\$229,450.00
			010-78123-0-00000-00000-85900-0-0000	\$0.00	\$43,333.00	\$43,333.00
			Total:	\$198,434.00	\$74,349.00	\$272,783.00
Other Local Revenues						
			010-00000-0-00000-00000-86600-0-0000	\$67,000.00	(\$22,000.00)	\$45,000.00
			Total:	\$67,000.00	(\$22,000.00)	\$45,000.00
Total Revenues Expenditures						
				\$7,985,419.53	\$381,294.29	\$8,366,713.82

Budget Revision Report

Control Number: 60228415

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Certificated Salaries			
010-00000-0-11100-10000-11000-0-0000	\$641,915.00	\$243,194.00	\$885,109.00
010-07215-0-11100-10000-11000-0-0000	\$0.00	\$125,594.00	\$125,594.00
010-14000-0-11100-10000-11000-0-0000	\$1,277,205.00	(\$368,782.00)	\$908,423.00
010-26000-0-11100-10000-11002-0-0000	\$0.00	\$120.00	\$120.00
010-32160-0-11100-10000-11000-0-0000	\$12,049.00	(\$12,049.00)	\$0.00
010-32170-0-11100-10000-11000-0-0000	\$2,765.00	(\$2,765.00)	\$0.00
010-32180-0-11100-10000-11000-0-0000	\$7,855.00	(\$7,855.00)	\$0.00
010-32190-0-11100-10000-11000-0-0000	\$13,540.00	(\$13,540.00)	\$0.00
010-74220-0-11100-10000-11000-0-0000	\$123,588.00	\$32,691.00	\$156,279.00
010-74250-0-11100-10000-11000-0-0000	\$24,512.00	\$7,148.00	\$31,660.00
Total:	\$2,103,429.00	\$3,756.00	\$2,107,185.00
Classified Salaries			
010-26000-0-11100-10000-21003-0-0000	\$0.00	\$207.52	\$207.52
010-74260-0-11100-10000-21000-0-0000	\$25,537.00	\$1,097.00	\$26,634.00
Total:	\$25,537.00	\$1,304.52	\$26,841.52
Employee Benefits			
010-00000-0-11100-10000-31010-0-0000	\$123,163.00	\$41,149.00	\$164,312.00
010-00000-0-11100-10000-33013-0-0000	\$10,555.00	\$3,526.00	\$14,081.00
010-00000-0-11100-10000-34010-0-0000	\$143,963.00	\$48,691.00	\$192,654.00
010-00000-0-11100-10000-35010-0-0000	\$3,640.00	\$1,216.00	\$4,856.00
010-00000-0-11100-10000-36010-0-0000	\$22,862.00	\$7,639.00	\$30,501.00
010-00000-0-11100-10000-37010-0-0000	\$2,278.00	\$762.00	\$3,040.00
010-00000-0-11100-10000-37510-0-0000	\$2,783.00	\$838.00	\$3,621.00
010-07215-0-11100-10000-31010-0-0000	\$0.00	\$21,250.00	\$21,250.00
010-07215-0-11100-10000-33013-0-0000	\$0.00	\$1,821.00	\$1,821.00
010-07215-0-11100-10000-34010-0-0000	\$0.00	\$35,238.00	\$35,238.00
010-07215-0-11100-10000-35010-0-0000	\$0.00	\$628.00	\$628.00
010-07215-0-11100-10000-36010-0-0000	\$0.00	\$3,945.00	\$3,945.00
010-07215-0-11100-10000-37010-0-0000	\$0.00	\$393.00	\$393.00
010-07215-0-11100-10000-37510-0-0000	\$0.00	\$607.00	\$607.00
010-14000-0-11100-10000-31010-0-0000	\$216,103.00	(\$62,399.00)	\$153,704.00
010-14000-0-11100-10000-33013-0-0000	\$18,519.00	(\$5,347.00)	\$13,172.00

Budget Revision Report

Control Number: 60228415

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-14000-0-11100-10000-34010-0-0000	\$261,269.00	(\$83,929.00)	\$177,340.00
010-14000-0-11100-10000-35010-0-0000	\$6,386.00	(\$1,844.00)	\$4,542.00
010-14000-0-11100-10000-36010-0-0000	\$40,114.00	(\$11,582.00)	\$28,532.00
010-14000-0-11100-10000-37010-0-0000	\$3,998.00	(\$1,155.00)	\$2,843.00
010-14000-0-11100-10000-37510-0-0000	\$4,500.00	(\$1,446.00)	\$3,054.00
010-26000-0-11100-10000-31010-0-0000	\$0.00	\$20.31	\$20.31
010-26000-0-11100-10000-32020-0-0000	\$0.00	\$21.72	\$21.72
010-26000-0-11100-10000-33013-0-0000	\$0.00	\$1.74	\$1.74
010-26000-0-11100-10000-33022-0-0000	\$0.00	\$12.87	\$12.87
010-26000-0-11100-10000-33023-0-0000	\$0.00	\$3.02	\$3.02
010-26000-0-11100-10000-35010-0-0000	\$0.00	\$0.60	\$0.60
010-26000-0-11100-10000-35020-0-0000	\$0.00	\$1.04	\$1.04
010-26000-0-11100-10000-36010-0-0000	\$0.00	\$3.77	\$3.77
010-26000-0-11100-10000-36020-0-0000	\$0.00	\$6.53	\$6.53
010-26000-0-11100-10000-37010-0-0000	\$0.00	\$0.38	\$0.38
010-26000-0-11100-10000-37020-0-0000	\$0.00	\$0.67	\$0.67
010-32160-0-11100-10000-31010-0-0000	\$2,039.00	(\$2,039.00)	\$0.00
010-32160-0-11100-10000-33013-0-0000	\$175.00	(\$175.00)	\$0.00
010-32160-0-11100-10000-35010-0-0000	\$148.00	(\$148.00)	\$0.00
010-32160-0-11100-10000-36010-0-0000	\$424.00	(\$424.00)	\$0.00
010-32160-0-11100-10000-37010-0-0000	\$47.00	(\$47.00)	\$0.00
010-32170-0-11100-10000-31010-0-0000	\$468.00	(\$468.00)	\$0.00
010-32170-0-11100-10000-33013-0-0000	\$40.00	(\$40.00)	\$0.00
010-32170-0-11100-10000-35010-0-0000	\$34.00	(\$34.00)	\$0.00
010-32170-0-11100-10000-36010-0-0000	\$97.00	(\$97.00)	\$0.00
010-32170-0-11100-10000-37010-0-0000	\$11.00	(\$11.00)	\$0.00
010-32180-0-11100-10000-31010-0-0000	\$1,329.00	(\$1,329.00)	\$0.00
010-32180-0-11100-10000-33013-0-0000	\$114.00	(\$114.00)	\$0.00
010-32180-0-11100-10000-35010-0-0000	\$97.00	(\$97.00)	\$0.00
010-32180-0-11100-10000-36010-0-0000	\$277.00	(\$277.00)	\$0.00
010-32180-0-11100-10000-37010-0-0000	\$31.00	(\$31.00)	\$0.00
010-32190-0-11100-10000-31010-0-0000	\$2,291.00	(\$2,291.00)	\$0.00
010-32190-0-11100-10000-33013-0-0000	\$196.00	(\$196.00)	\$0.00
010-32190-0-11100-10000-35010-0-0000	\$167.00	(\$167.00)	\$0.00
010-32190-0-11100-10000-36010-0-0000	\$477.00	(\$477.00)	\$0.00

Budget Revision Report

Control Number: 60228415

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-32190-0-11100-10000-37010-0-0000	\$53.00	(\$53.00)	\$0.00
010-74250-0-11100-10000-31010-0-0000	\$4,148.00	\$1,209.00	\$5,357.00
010-74250-0-11100-10000-33013-0-0000	\$356.00	\$103.00	\$459.00
010-74250-0-11100-10000-35010-0-0000	\$302.00	(\$164.00)	\$138.00
010-74250-0-11100-10000-36010-0-0000	\$863.00	\$130.00	\$993.00
010-74250-0-11100-10000-37010-0-0000	\$96.00	\$3.00	\$99.00
010-74260-0-11100-10000-32020-0-0000	\$6,103.00	\$1,302.00	\$7,405.00
010-74260-0-11100-10000-33022-0-0000	\$1,651.00	\$353.00	\$2,004.00
Total:	\$882,167.00	(\$5,505.35)	\$876,661.65

Books and Supplies

010-00000-0-00000-72000-43000-0-0000	\$2,000.00	\$1,000.00	\$3,000.00
010-00000-0-11100-10000-43000-0-0000	\$9,000.00	\$6,181.11	\$15,181.11
010-07200-0-11100-10000-43000-0-0107	\$10,000.00	(\$8,166.31)	\$1,833.69
010-07230-0-00000-36000-43000-0-0000	\$35,000.00	\$3,983.11	\$38,983.11
010-26000-0-11100-10000-43000-0-0000	\$0.00	\$21,859.07	\$21,859.07
010-30100-1-11100-10000-43000-0-0000	\$159,808.41	(\$13,009.80)	\$146,798.61
010-30100-2-11100-10000-43000-0-0000	\$35,503.44	(\$34,616.44)	\$887.00
010-32100-0-00000-81000-43000-0-0000	\$0.00	\$203.12	\$203.12
010-32120-0-11100-10000-43000-0-0000	\$1,000.00	\$120,000.00	\$121,000.00
010-32140-0-00000-81000-44000-0-0000	\$0.00	\$6,235.33	\$6,235.33
010-32140-0-11100-10000-43000-0-0000	\$0.00	\$62,279.50	\$62,279.50
010-32160-0-11100-10000-42000-0-0000	\$4,244.00	\$23,839.52	\$28,083.52
010-32160-0-11100-10000-43000-0-0000	\$5,541.00	(\$5,541.00)	\$0.00
010-32160-0-11100-10000-44000-0-0000	\$7,937.00	(\$7,937.00)	\$0.00
010-32170-0-11100-10000-42000-0-0000	\$974.00	(\$974.00)	\$0.00
010-32170-0-11100-10000-43000-0-0000	\$1,272.00	(\$1,272.00)	\$0.00
010-32170-0-11100-10000-44000-0-0000	\$1,822.00	(\$1,822.00)	\$0.00
010-32180-0-11100-10000-42000-0-0000	\$2,766.00	(\$2,766.00)	\$0.00
010-32180-0-11100-10000-43000-0-0000	\$3,612.00	(\$3,612.00)	\$0.00
010-32180-0-11100-10000-44000-0-0000	\$5,174.00	(\$5,174.00)	\$0.00
010-32190-0-11100-10000-42000-0-0000	\$4,769.00	(\$4,769.00)	\$0.00
010-32190-0-11100-10000-43000-0-0000	\$6,226.00	(\$6,226.00)	\$0.00
010-32190-0-11100-10000-44000-0-0000	\$8,920.00	(\$8,920.00)	\$0.00
010-41270-2-11100-10000-43000-0-0000	\$12,084.00	(\$7,741.05)	\$4,342.95

Budget Revision Report

Control Number: 60228415

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-41270-2-11100-10000-44000-0-0000	\$5,000.00	\$7,741.05	\$12,741.05
010-56400-0-11100-10000-43000-0-0000	\$231.46	(\$231.46)	\$0.00
010-73880-0-00000-81000-43000-0-0000	\$0.00	\$3,524.89	\$3,524.89
010-74250-0-11100-10000-42000-0-0000	\$21,450.46	(\$19,533.98)	\$1,916.48
010-74250-0-11100-10000-43000-0-0000	\$271.00	\$2,729.00	\$3,000.00
010-74250-0-11100-10000-44000-0-0000	\$2,670.02	\$4,729.98	\$7,400.00
010-78123-0-00000-81000-43000-0-0000	\$0.00	\$13,333.00	\$13,333.00
Total:	\$347,275.79	\$145,326.64	\$492,602.43

Services, Other Operating Expenses

010-00000-0-00000-72000-58000-0-0000	\$32,000.00	\$5,000.00	\$37,000.00
010-00000-0-00000-73500-58000-0-0000	\$19,900.00	\$1,074.00	\$20,974.00
010-07200-0-11100-10000-58000-0-0107	\$10,000.00	\$8,166.31	\$18,166.31
010-07230-0-00000-36000-58000-0-0000	\$10,000.00	\$4,270.89	\$14,270.89
010-26000-0-11100-10000-58000-0-0000	\$0.00	\$3,515.83	\$3,515.83
010-32120-0-11100-10000-58000-0-0000	\$20,000.00	\$118,816.82	\$138,816.82
010-32160-0-11100-10000-58000-0-0000	\$16,867.00	(\$16,867.00)	\$0.00
010-32160-0-11350-10000-58000-0-0000	\$0.00	\$10,593.00	\$10,593.00
010-32170-0-11100-10000-58000-0-0000	\$3,871.00	(\$3,871.00)	\$0.00
010-32180-0-11100-10000-58000-0-0000	\$10,995.00	(\$10,995.00)	\$0.00
010-32190-0-11100-10000-58000-0-0000	\$18,954.00	(\$18,954.00)	\$0.00
010-56400-0-00000-31400-58000-0-0000	\$2,500.00	(\$2,500.00)	\$0.00
010-56400-0-11100-10000-58000-0-0000	\$500.00	(\$500.00)	\$0.00
010-74250-0-11100-10000-58000-0-0000	\$46,354.00	\$3,646.00	\$50,000.00
010-78123-0-00000-31400-58000-0-0000	\$0.00	\$10,000.00	\$10,000.00
010-78123-0-00000-81000-58000-0-0000	\$0.00	\$20,000.00	\$20,000.00
010-99900-0-00000-81000-58000-0-0000	\$12,000.00	\$3,000.00	\$15,000.00
010-99900-0-00000-85000-58000-0-0000	\$0.00	\$3,350.00	\$3,350.00
Total:	\$203,941.00	\$137,745.85	\$341,686.85

Capital Outlay

010-26000-0-00000-37000-64000-0-0000	\$0.00	\$10,250.00	\$10,250.00
010-32120-0-00000-85000-62000-0-0000	\$0.00	\$85,000.00	\$85,000.00
010-32130-0-00000-85000-62000-0-0000	\$0.00	\$76,350.00	\$76,350.00
010-32130-0-00000-85000-64000-0-0000	\$0.00	\$9,000.00	\$9,000.00

Budget Revision Report

Control Number: 60228415

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Other Outgo	Total:	\$0.00	\$180,600.00
010-99900-0-00000-91000-74380-0-0000	\$42,884.00	(\$1,766.98)	\$41,117.02
010-99900-0-00000-91000-74390-0-0000	\$46,700.00	\$1,700.00	\$48,400.00
Total:	\$89,584.00	(\$66.98)	\$89,517.02
Direct Support/Indirect Costs			
010-00000-0-00000-72100-73100-0-0000	(\$30,251.06)	\$1,443.76	(\$28,807.30)
010-30100-1-00000-72100-73100-0-0000	\$4,842.20	(\$394.20)	\$4,448.00
010-30100-2-00000-72100-73100-0-0000	\$8,228.56	(\$1,049.56)	\$7,179.00
Total:	(\$17,180.30)	\$0.00	(\$17,180.30)
Total Expenditures	\$3,634,753.49	\$463,160.68	\$4,097,914.17
Other Financing Sources/Uses			
Contributions			
010-00000-0-00000-00000-89800-0-0000	(\$2,863,775.74)	(\$14,537.02)	(\$2,878,312.76)
010-07230-0-00000-00000-89800-0-0000	\$224,643.00	\$8,254.00	\$232,897.00
010-56400-0-00000-00000-89900-0-0000	\$0.00	(\$11,601.61)	(\$11,601.61)
010-90564-0-00000-00000-89900-0-0000	\$0.00	\$11,601.61	\$11,601.61
010-99900-0-00000-00000-89800-0-0000	\$165,500.00	\$6,283.02	\$171,783.02
Total:	(\$2,473,632.74)	\$0.00	(\$2,473,632.74)
Budgeted Unappropriated Fund Balance before this adjustment:		\$5,001,000.33	
Total Adjustment to Unappropriated Fund Balance:		(\$81,866.39)	
Budgeted Unappropriated Fund Balance after this adjustment:		\$4,919,133.94	

53 Tipton Elementary School District
 Fiscal Year: 2022

Budget Revision Report

BGR030 6/2/2022
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Bdg Revision Final

Control Number: 60228415

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 1300 Cafeteria Special Revenue Fund			
Revenues			
Other Local Revenues			
130-53100-0-00000-00000-86600-0-0000	\$5,000.00	(\$800.00)	\$4,200.00
130-53100-0-00000-00000-86990-0-0000	\$500.00	\$5,734.40	\$6,234.40
Total:	\$5,500.00	\$4,934.40	\$10,434.40
Total Revenues	\$5,500.00	\$4,934.40	\$10,434.40
Expenditures			
Classified Salaries			
130-53100-0-00000-37000-22003-0-0000	\$1,100.00	\$222.24	\$1,322.24
Total:	\$1,100.00	\$222.24	\$1,322.24
Books and Supplies			
130-53100-0-00000-37000-47000-0-0000	\$160,000.00	\$2,008.18	\$162,008.18
Total:	\$160,000.00	\$2,008.18	\$162,008.18
Services, Other Operating Expenses			
130-53100-0-00000-37000-52000-0-0000	\$500.00	(\$300.00)	\$200.00
130-53100-0-00000-37000-53000-0-0000	\$500.00	(\$100.00)	\$400.00
130-53100-0-00000-37000-56000-0-0000	\$500.00	\$400.00	\$900.00
Total:	\$1,500.00	\$0.00	\$1,500.00
Total Expenditures	\$162,600.00	\$2,230.42	\$164,830.42
Budgeted Unappropriated Fund Balance before this adjustment:		\$475,681.82	
Total Adjustment to Unappropriated Fund Balance:		\$2,703.98	
Budgeted Unappropriated Fund Balance after this adjustment:		\$478,385.80	

53 Tipton Elementary School District
 Fiscal Year: 2022
 Bdg Revision Final

Budget Revision Report

BGR030 6/2/2022
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Control Number: 60228415

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 1400 Deferred Maintenance Fund Revenues			
Other Local Revenues			
140-06205-0-00000-00000-86600-0-0000	\$1,100.00	(\$600.00)	\$500.00
Total:	\$1,100.00	(\$600.00)	\$500.00
Total Revenues	\$1,100.00	(\$600.00)	\$500.00
Budgeted Unappropriated Fund Balance before this adjustment:			
		\$45,713.07	
Total Adjustment to Unappropriated Fund Balance:			
		(\$600.00)	
Budgeted Unappropriated Fund Balance after this adjustment:			
		\$45,113.07	

53 Tipton Elementary School District
 Fiscal Year: 2022
 Bdg Revision Final

Budget Revision Report

BGR030 6/2/2022
 ccunha 7:53:38AM

Control Number: 602228415

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	\$5,500.00	(\$3,850.00)	\$1,650.00
Total:	\$5,500.00	(\$3,850.00)	\$1,650.00
Total Revenues	\$5,500.00	(\$3,850.00)	\$1,650.00
Budgeted Unappropriated Fund Balance before this adjustment:			
		\$147,438.12	
Total Adjustment to Unappropriated Fund Balance:			
		(\$3,850.00)	
Budgeted Unappropriated Fund Balance after this adjustment:			
		\$143,588.12	

53 Tipton Elementary School District
 Fiscal Year: 2022
 Bdg Revision Final

Budget Revision Report

BGR030 6/2/2022
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Control Number: 60228415

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 5100 Bond Interest & Redemption Fund - #1			
Revenues			
Other Local Revenues			
510-99610-0-00000-00000-86600-0-0000	\$0.00	\$3,000.00	\$3,000.00
Total:	\$0.00	\$3,000.00	\$3,000.00
Total Revenues	\$0.00	\$3,000.00	\$3,000.00
Budgeted Unappropriated Fund Balance before this adjustment:			
\$415,759.81			
Total Adjustment to Unappropriated Fund Balance:			
\$3,000.00			
Budgeted Unappropriated Fund Balance after this adjustment:			
\$418,759.81			

53 Tipton Elementary School District
Fiscal Year: **2022**
Bdg Revision Final

Budget Revision Report

BGR030
ccunha

6/2/2022
7:53:38AM

Control Number: **60228415**

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 _____

10. INFORMATION: (Verbal Reports & presentations)

10.3 UPK Planning and Implementation Grant Program

**UPK Planning Template
Self-Certification**

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Tipton Elementary School District	Stacey Bettencourt	sbettencourt@tipton.k12.ca.us	559-752-4213

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022-23 to 2025-26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019-20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022-23 (TK-eligible children turn five between February 2, inclusive)	2023-24 (TK-eligible children turn five between September 2 and April 2, inclusive)	2024-25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025-26 (TK-eligible children turn four by September 1)
TK Students	6	14	20	35	47	60
CSPP (if applicable)	0	0	0	0	0	0

Table: Facilities Estimates (Cumulative)

Type of Facility	2019-20	Current	2022-23	2023-24	2024-25	2025-26
TK Classrooms	1	1	1	2	3	3
CSPP Classrooms	0	0	0	0	0	0
Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0

Table: Staffing Estimates (Cumulative)

Type of Staff	2019-20	Current	2022-23	2023-24	2024-25	2025-26
TK	1	1	1	2	3	3
TK Teacher's Assistants	1	1	1	2	3	3

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)						
Other CSPP Classroom Staff (if applicable)						
Early Education District-level staffing (if applicable)						

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	5	5	5	10

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	0	0	0	0	0	0
Head Start	0	0	0	0	0	0
ASES Program/ELO-P	0	0	5	10	10	20

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.
 There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
TK and kindergarten combination classes
2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]
Full Day TK
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.
Depending on enrollment numbers TK will be a stand alone class. If there are not enough students to form a class TESD will offer a combination. All students will participate in a full day.
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
No - the LEA has no plans to begin or expand a CSPP contract in future years
5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]
6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
 - a. 2022–23 (Birthdays February 3 or after) [select one]
Maybe
 - b. 2023–24 (Birthdays April 3 or after) [select one]
Maybe

c. 2024–25 (Birthdays June 3 or after) [select one]

Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

School Site Council

First 5 County Commission meetings

Head Start Policy Council meetings

English Learner Advisory Committee (ELAC)

Special Education Local Plan Area (SELPA)

District English Learner Advisory Committee (DELAC)

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Partner with a local IHE offering eligible early childhood education or childhood development coursework

Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units

Provide advising on requirements and how to meet the requirements

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

BRIGANCE Early Childhood Screen

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Other [describe, open response]

The school will participate in professional learning regarding early childhood education to site leaders and principals by attending professional learning provided by the County Office of Education (TCOE).

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
English-only instruction with home-language support
2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
None
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
Provide adaptations to instructional materials
Implement Universal Design for Learning
Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

BRIGANCE Early Childhood Screen

LEA-based grade level benchmarks and a report card

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?
The district plans to increase staffing in order to prevent displacement of any early education program. The district will also need additional classrooms to accommodate the growth that is anticipated.
2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]
No
- i. If no, how many more classrooms does the LEA need? [identify number, open response]
2 additional classrooms needed by 2025-2026
- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]
If the district does not qualify for funding to build new classrooms for UPK then portable classrooms would need to be purchased to meet the timeframe.
3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]
Yes
- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]
4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

Yes

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

No

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

We are a single school district and our facility master plan consist of mainly maintaining our current facilities. However, there will be a need for additional classrooms to accommodate our universal pre-school students. We are anticipating an enrollment of 62 students in tranistional kindergarten by 2025 which currently we do not have the facilities to accommodate the growth. This will results in 2 additional classrooms to meet the needs of our anticipated UPK enrollment.

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

Total square feet required

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

Transportation to and from the TK program

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

no

10. INFORMATION: (Verbal Reports & presentations)

10.4 Tipton 2022 Annual Solar Inspection Report

April 2022



TIPTON ELEMENTARY SCHOOL DISTRICT

SOLAR PLANT ANNUAL INSPECTION REPORT



SUBMITTED TO:

Mrs. Stacey Bettencourt, Superintendent
Tipton Elementary School District
370 N. Evans Road
Tipton, CA 93272

SUBMITTED BY:

IEC Power, LLC
8795 Folsom Boulevard, Suite 205
Sacramento, CA 95826
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April 11, 2022

Mrs. Stacey Bettencourt
Superintendent
Tipton Elementary School District
370 N. Evans Road
Tipton, CA 93272

Subject: Solar Plant Annual Inspection Report Tipton Elementary School District
Inspection Date: April 7, 2022

Dear Mrs. Bettencourt:

IEC Power recently performed our **Annual Inspection** at the solar site in accordance with our Operation and Maintenance Agreement with the District. Attached are summaries of the inspection logs for the solar site. Please note this report is not the Annual Report. The summary maintenance and inspection logs provided herein will be included in the Annual Report. **The purpose of this report is to transmit our inspection logs and identify any action items for the District.**

The solar PV system was inspected on April 7th to assess the condition of the system and all components to ensure the installation is fully functional and properly serviced. Structural and electrical components of the PV system were inspected in accordance with the attached inspection checklists. The results of the inspection for the site are provided in the attached Inspection Report. Please also note that the system is continuously monitored via PowerTrack web interface. Any operational issues are corrected as needed throughout the year and we do not wait for the annual/semi-annual inspections to take action.

In general, the solar PV site inspected is operating normally. During the maintenance inspection, we discovered the following issues that we would like to bring to your attention:

- *Inverter #3 failed and has been removed from service for repair under warranty. It will be replaced as soon as the repaired unit is received by IEC.*
- *One PV panel was found broken. This has been previously reported.*

District Action Requested

Below is a summary of action items for the District.

1. Replace broken PV panel. A quote is available from IEC upon request.

Please feel free to contact me at (916) 383-6000 if you have any questions.

Sincerely,



Eric Quintero, PE
Manager

Enclosure

1. Solar Plant Inspection Report



Tipton Elementary School

SOLAR PLANT ANNUAL INSPECTION REPORT



SOLAR PLANT INSPECTION REPORT

CLIENT: Tipton Elementary School District
SITE: Tipton Elementary School
INSPECTION DATE: April 11, 2022
INSPECTION TYPE: Annual Inspection

The following is a summary of the inspection findings and action items for the above solar site(s). Actual inspection records and photographs are attached.

Summary of Inspection Findings

Onsite inspection of the site found the system in good condition, with no major problems found.

The following items were noted during the inspection:

- Inverter #3 failed and has been removed from service for repair under warranty.
- One broken PV panel was noted above Inverter #5. This has been previously reported.

District Actions and Due Dates:

Critical:

- (none)

Non Critical:

- Replace broken PV panel. Notify IEC when ready for a replacement quote.

IEC Actions and Due Dates

Critical:

- Replace Inverter #3 when repaired unit received.

Non Critical:

- (none)

Next Steps

- The next tentative routine inspection will be conducted in October of 2022
- This annual inspection will be included in the Annual Report

Attachments

1. Annual Maintenance Checklist
2. Disconnect Inspection Record(s)
3. Transformer Inspection Record(s)
4. Inverter Inspection Record(s)
5. Annual Inspection Report Photo Checklist
6. Photos Taken During Inspection

Annual Maintenance Checklist	Client:	Tipton ESD
	Site:	Tipton Elementary
	Date:	4-8-22
	Technician:	JD

Item	Inspection Task	Action			Notes:
		OK / None	Comp @Site	Follow Up	

Section 1 - Site Conditions and Security

1.1	Inspect for hazardous conditions	✓			
1.2	Inspect grading/drainage/erosion	✓			
1.3	Inspect for adverse animal impacts	✓			
1.4	Inspect for adverse vegetation impact	✓			
1.5	Inspect for array shading impacts	✓			
1.6	Inspect fencing/gate conditions	✓			
1.7	Confirm locks/security devices in use	✓			
1.8	Inspect for theft/vandalism/graffiti	✓			
1.9	Inspect security system condition	N/A			
1.10	Inspect lighting systems and sensors	N/A			
1.11	Inspect signage legibility/condition	✓			
1.12	Remove trash	✓			

Section 2 - Rack and Structural Components

2.1	Inspect for broken/missing parts	✓			
2.2	Inspect for loose/missing fasteners	✓			
2.3	Inspect for corrosion/rust	✓			
2.4	Inspect for foundation cracks/damage	✓			
2.5	Inspect/tighten grounding/bonding	✓			
2.6	Perform random module torque tests	✓			

Section 3 - Utility and System Disconnects

3.1	Inspect for damage/water intrusion	✓			
3.2	Inspect for proper operation	✓			
3.3	Perform thermal scan, all connections	✓			
3.4	Check termination torque	✓			
3.5	Vacuum enclosure, if needed	✓			
3.6	Complete inspection record sheets	✓			

Section 4 - Handholes and Pullboxes

4.1	Inspect for damage/water intrusion	N/A			
4.2	Inspect splice condition, if present	N/A			
4.3	Confirm lids/enclosures secured	N/A			

Item	Inspection Task	Action			Notes:
		OK / None	Comp @Site	Follow Up	

Section 5 - Transformers

5.1	Inspect for damage/water intrusion	✓			
5.2	Inspect for secure mounting	✓			
5.3	Perform thermal scan, all connections	✓			
5.4	Obtain oil sample, if applicable	N/A			
5.5	Complete inspection record sheet	✓			

Section 6 - AC Panelboard

6.1	Inspect for damage/water intrusion	✓			
6.2	Inspect for proper breaker operation	✓			
6.3	Perform thermal scan, all connections	✓			
6.4	Check termination torque	✓			
6.5	Vacuum enclosure, if needed	✓			

Section 7 - Inverters

7.1	Inspect for damage/general condition	✓			
7.2	Perform all mfr PM tasks and updates	✓			
7.3	Check termination torque	✓			
7.4	Check/change filters, if needed	N/A			
7.5	Inspect for secure mounting	✓			
7.6	Complete inspection record sheet	✓			
7.7	Check and clean heat sink, if needed	✓			
7.8	Vacuum enclosure, if needed	✓			

Section 8 - Combiners

8.1	Inspect for damage/water intrusion	N/A			
8.2	Check termination torque	N/A			
8.3	Perform thermal scan, all connections	N/A			
8.4	Check Voc as required	N/A			
8.5	Complete inspection record sheet	N/A			
8.6	Vacuum enclosure, if needed	N/A			

Section 9 - Modules and String Wiring

9.1	Inspect for damaged/broken modules	✓			
9.2	Inspect for loose/missing hardware	✓			
9.3	Inspect for corrosion, seal problems	✓			
9.4	Inspect for damaged/deteriorated wire	✓			
9.5	Inspect for proper wire straps/support	✓			
9.6	Inspect for module soiling impact	✓			minor

Item	Inspection Task	Action			Notes:
		OK / None	Comp @Site	Follow Up	

Section 10 - Performance Monitoring and Reporting System (PMRS)

10.1	Inspect PMRS box for condition	✓			
10.2	Inspect weather station/sensors	✓			
10.3	Verify alignment of pyranometers	✓			
10.4	Check calibration, IR sensors	N/R			
10.5	Check calibration, generation meter	N/R			
10.6	Check desiccant, change as needed	✓			
10.7	Vacuum enclosure, if needed	✓			

Section 11 - General Items

11.1	Complete all inspection record sheets	✓			
11.2	Complete all Mfr service and updates	✓			none
11.3	Prepare Work Orders for open items	✓			none
11.4	Complete photos per checklist	✓			
11.5	Verify all fuses/breakers closed	✓			
11.6	Verify all enclosures closed/secured	✓			
11.7	Verify all systems back online	✓			

Additional Notes:

Disconnect Inspection Record	Client:	Tipton ESD
	Site:	Tipton Elementary
Type: AC	Date:	4-8-22
Disconnect ID #: AC-1	Technician:	BW

General Information:

Manufacturer:	Eaton	
Model:	DH365NRK	
Disconnect Rating:	400	Amps
Fuse Rating:	250	Amps
Voltage:	480	Volts
Conductor, Line Side:	Size: 250 kcmil	Torque: 42 ft-lb
Conductor, Load Side:	Size: 250 kcmil	Torque: 42 ft-lb

Exterior Inspection:

Signage present, correct, legible?	✓
Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Lock present, in use?	✓
Other	✓

Interior Inspection:

Debris present?	✓	
Corrosion or water intrusion present?	✓	
Switch component condition?	✓	
Thermal scan completed?	✓	Max temp, °F:
Hot spots/anomalies present?	✓	
Line side torque checked?	✓	
Load side torque checked?	✓	
Other hardware/fasteners secure?	✓	
Blade/jaw lubricant condition, as found:	✓	
Clean and re-lubricate blades/jaws as necessary.	✓	
Arrestor condition, if present?	N/A	
Clean, vacuum enclosure as necessary.	✓	
Other	✓	

Notes:

Transformer Inspection Record	Client:	Tipton ESD
	Site:	Tipton Elementary
	Date:	4-8-22
Transformer ID #: TR-1	Technician:	BD

General Information:

Manufacturer:	HPS	
Model:	210811	
Line (Grid) Side Voltage:	4160	Volts
Load (Solar) Side Voltage:	480	Volts
Conductor, Line Side:	Size: #4 AWG	Torque: 12 ft-lb
Conductor, Load Side:	Size: 250 kcmil	Torque: 32 ft-lb

Exterior Inspection:

Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Other	✓

Interior Inspection:

Debris present?	✓	
Corrosion or water intrusion present?	✓	
Evidence of animal intrusion present?	✓	
Thermal scan completed?	✓	Max temp, °F:
Hot spots/anomalies present?	✓	
Line side torque checked?	✓	
Load side torque checked?	✓	
Other hardware/fasteners secure?	✓	
Clean, vacuum enclosure as necessary.	✓	
Other	✓	

Notes:

Transformer Inspection Record	Client:	Tipton ESD
	Site:	Tipton Elementary
	Date:	4-8-22
Transformer ID #: TR-2	Technician:	ESD

General Information:

Manufacturer:	HPS	
Model:	MV35225K	
Line (Grid) Side Voltage:	480	Volts
Load (Solar) Side Voltage:	4160	Volts
Conductor, Line Side:	Size: 250 kcmil	Torque: 32 ft-lb
Conductor, Load Side:	Size: #4 AWG	Torque: 12 ft-lb

Exterior Inspection:

Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Other	—

Interior Inspection:

Debris present?	✓	
Corrosion or water intrusion present?	✓	
Evidence of animal intrusion present?	✓	
Thermal scan completed?	✓	Max temp, °F:
Hot spots/anomalies present?	✓	
Line side torque checked?	✓	
Load side torque checked?	✓	
Other hardware/fasteners secure?	✓	
Clean, vacuum enclosure as necessary.	✓	
Other	—	

Notes:

Inverter Inspection Record	Client:	Tipton ESD
	Site:	Tipton Elementary
Inverter ID #: INV-1	Date:	4-8-22
Inverter Serial #: 09000 3185	Technician:	[Signature]

General Information:

Manufacturer:	AE		
Model:	804R020		
Output Rating:	20		kW
Output as found:	0.18		kW
Output meets expectation?	Yes	No	
Output Voltage:	480		Volts
Communication checked ok?	Yes	No	

Exterior Inspection:

Signage present, correct, legible?	✓
Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Lock present, in use?	N/A

Interior Inspection:

Debris present?	✓	
Corrosion or water intrusion present?	✓	
Thermal scan completed?	✓	Max temp, °F:
Hot spots/anomalies present?	✓	
Conductor termination torque required, DC side:	✓	
DC side torque checked?	✓	
Conductor termination torque required, AC side:	✓	
AC side torque checked?	✓	
Other hardware/fasteners secure?	✓	
Check all fuses, replace as necessary	✓	
Check circuit board condition	✓	
Check and lubricate disconnects as necessary	N/A	
Check/change filters, if present.	N/A	
Clean, vacuum enclosure as necessary.	✓	
Remove debris from pad enclosure, if applicable.	N/A	

Notes:

Inverter Inspection Record	Client:	Tipton ESD
	Site:	Tipton Elementary
Inverter ID #: INV-2	Date:	4-8-22
Inverter Serial #: 09000 2037	Technician:	[Signature]

General Information:

Manufacturer:	AE		
Model:	804R020		
Output Rating:	20		kW
Output as found:	off		kW
Output meets expectation?	Yes	No	
Output Voltage:	480		Volts
Communication checked ok?	Yes	No	

Exterior Inspection:

Signage present, correct, legible?	✓
Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Lock present, in use?	N/A

Interior Inspection:

Debris present?	✓	
Corrosion or water intrusion present?	✓	
Thermal scan completed?	—	Max temp, °F:
Hot spots/anomalies present?	✓	
Conductor termination torque required, DC side:	✓	
DC side torque checked?	✓	
Conductor termination torque required, AC side:	✓	
AC side torque checked?	✓	
Other hardware/fasteners secure?	✓	
Check all fuses, replace as necessary	✓	
Check circuit board condition	✓	
Check and lubricate disconnects as necessary	N/A	
Check/change filters, if present.	N/A	
Clean, vacuum enclosure as necessary.	✓	
Remove debris from pad enclosure, if applicable.	N/A	

Notes:

Inverter Inspection Record	Client:	Tipton ESD
	Site:	Tipton Elementary
Inverter ID #: INV-3	Date:	4-8-22
Inverter Serial #: 09000	Technician:	ESD

General Information:

Manufacturer:	AE		
Model:	804R020		
Output Rating:	20		kW
Output as found:			kW
Output meets expectation?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Output Voltage:	480		Volts
Communication checked ok?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

Exterior Inspection:

Signage present, correct, legible?	
Corrosion present?	
Paint/finish condition?	
Mounting hardware condition?	
Conduit connection condition?	
Lock present, in use?	N/A

Interior Inspection:

Debris present?	
Corrosion or water intrusion present?	
Thermal scan completed?	Max temp, °F:
Hot spots/anomalies present?	
Conductor termination torque required, DC side:	
DC side torque checked?	
Conductor termination torque required, AC side:	
AC side torque checked?	
Other hardware/fasteners secure?	
Check all fuses, replace as necessary	
Check circuit board condition	
Check and lubricate disconnects as necessary	N/A
Check/change filters, if present.	N/A
Clean, vacuum enclosure as necessary.	
Remove debris from pad enclosure, if applicable.	N/A

Notes:

out for service

Inverter Inspection Record	Client:	Tipton ESD
	Site:	Tipton Elementary
Inverter ID #: INV-4	Date:	4-8-22
Inverter Serial #: 09000 1991	Technician:	BA

General Information:

Manufacturer:	AE		
Model:	804R020		
Output Rating:	20		kW
Output as found:	0.0		kW
Output meets expectation?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
Output Voltage:	480		Volts
Communication checked ok?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	

Exterior Inspection:

Signage present, correct, legible?	<input checked="" type="checkbox"/>
Corrosion present?	<input type="checkbox"/>
Paint/finish condition?	<input checked="" type="checkbox"/>
Mounting hardware condition?	<input checked="" type="checkbox"/>
Conduit connection condition?	<input checked="" type="checkbox"/>
Lock present, in use?	N/A

Interior Inspection:

Debris present?	<input type="checkbox"/>	
Corrosion or water intrusion present?	<input type="checkbox"/>	
Thermal scan completed?	<input type="checkbox"/>	Max temp, °F:
Hot spots/anomalies present?	<input type="checkbox"/>	
Conductor termination torque required, DC side:	<input type="checkbox"/>	
DC side torque checked?	<input checked="" type="checkbox"/>	
Conductor termination torque required, AC side:	<input type="checkbox"/>	
AC side torque checked?	<input checked="" type="checkbox"/>	
Other hardware/fasteners secure?	<input checked="" type="checkbox"/>	
Check all fuses, replace as necessary	<input checked="" type="checkbox"/>	
Check circuit board condition	<input checked="" type="checkbox"/>	
Check and lubricate disconnects as necessary	N/A	
Check/change filters, if present.	N/A	
Clean, vacuum enclosure as necessary.	<input checked="" type="checkbox"/>	
Remove debris from pad enclosure, if applicable.	N/A	

Notes:

Inverter Inspection Record	Client:	Tipton ESD
	Site:	Tipton Elementary
Inverter ID #: INV-5	Date:	4-8-22
Inverter Serial #: 09000 2390	Technician:	130

General Information:

Manufacturer:	AE		
Model:	804R024		
Output Rating:	24		kW
Output as found:			kW
Output meets expectation?	Yes	No	
Output Voltage:	480		Volts
Communication checked ok?	Yes	No	

Exterior Inspection:

Signage present, correct, legible?	✓
Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Lock present, in use?	N/A

Interior Inspection:

Debris present?	✓	
Corrosion or water intrusion present?	✓	
Thermal scan completed?	✓	Max temp, °F:
Hot spots/anomalies present?	✓	
Conductor termination torque required, DC side:	✓	
DC side torque checked?	✓	
Conductor termination torque required, AC side:	✓	
AC side torque checked?	✓	
Other hardware/fasteners secure?	✓	
Check all fuses, replace as necessary	✓	
Check circuit board condition	✓	
Check and lubricate disconnects as necessary	N/A	
Check/change filters, if present.	N/A	
Clean, vacuum enclosure as necessary.	✓	
Remove debris from pad enclosure, if applicable.	N/A	

Notes:

Inverter Inspection Record	Client:	Tipton ESD
	Site:	Tipton Elementary
Inverter ID #: INV-6	Date:	4-8-22
Inverter Serial #: 09000 1985	Technician:	BD

General Information:

Manufacturer:	AE		
Model:	804R020		
Output Rating:	20		kW
Output as found:			kW
Output meets expectation?	Yes	No	
Output Voltage:	480		Volts
Communication checked ok?	Yes	No	

Exterior Inspection:

Signage present, correct, legible?	✓
Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Lock present, in use?	N/A

Interior Inspection:

Debris present?	✓	
Corrosion or water intrusion present?	✓	
Thermal scan completed?	✓	Max temp, °F:
Hot spots/anomalies present?	✓	
Conductor termination torque required, DC side:	✓	
DC side torque checked?	✓	
Conductor termination torque required, AC side:	✓	
AC side torque checked?	✓	
Other hardware/fasteners secure?	✓	
Check all fuses, replace as necessary	✓	
Check circuit board condition	✓	
Check and lubricate disconnects as necessary	N/A	
Check/change filters, if present.	N/A	
Clean, vacuum enclosure as necessary.	✓	
Remove debris from pad enclosure, if applicable.	N/A	

Notes:

Inverter Inspection Record	Client:	Tipton ESD
	Site:	Tipton Elementary
Inverter ID #: INV-7	Date:	4-8-22
Inverter Serial #: 09000 1986	Technician:	ESD

General Information:

Manufacturer:	AE		
Model:	804R020		
Output Rating:	20		kW
Output as found:	20		kW
Output meets expectation?	Yes	No	
Output Voltage:	480		Volts
Communication checked ok?	Yes	No	

Exterior Inspection:

Signage present, correct, legible?	✓
Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Lock present, in use?	N/A

Interior Inspection:

Debris present?	✓	
Corrosion or water intrusion present?	✓	
Thermal scan completed?	✓	Max temp, °F:
Hot spots/anomalies present?	✓	
Conductor termination torque required, DC side:	✓	
DC side torque checked?	✓	
Conductor termination torque required, AC side:	✓	
AC side torque checked?	✓	
Other hardware/fasteners secure?	✓	
Check all fuses, replace as necessary	✓	
Check circuit board condition	✓	
Check and lubricate disconnects as necessary	N/A	
Check/change filters, if present.	N/A	
Clean, vacuum enclosure as necessary.	✓	
Remove debris from pad enclosure, if applicable.	N/A	

Notes:

Inverter Inspection Record	Client:	Tipton ESD
	Site:	Tipton Elementary
Inverter ID #: INV-8	Date:	4-8-22
Inverter Serial #: 09000 2489	Technician:	BD

General Information:

Manufacturer:	AE		
Model:	804R020		
Output Rating:	20		kW
Output as found:			kW
Output meets expectation?	Yes	No	
Output Voltage:	480		Volts
Communication checked ok?	Yes	No	

Exterior Inspection:

Signage present, correct, legible?	✓
Corrosion present?	✓
Paint/finish condition?	✓
Mounting hardware condition?	✓
Conduit connection condition?	✓
Lock present, in use?	N/A

Interior Inspection:

Debris present?	✓	
Corrosion or water intrusion present?	✓	
Thermal scan completed?		Max temp, °F:
Hot spots/anomalies present?	✓	
Conductor termination torque required, DC side:		
DC side torque checked?	✓	
Conductor termination torque required, AC side:		
AC side torque checked?	✓	
Other hardware/fasteners secure?	✓	
Check all fuses, replace as necessary	✓	
Check circuit board condition	✓	
Check and lubricate disconnects as necessary	N/A	
Check/change filters, if present.	N/A	
Clean, vacuum enclosure as necessary.	✓	
Remove debris from pad enclosure, if applicable.	N/A	

Notes:

Annual Inspection Report Photo Checklist

Client:	Tipton ESD
Site:	Tipton Elementary
Date:	4-8-22
Technician:	JW

Photo Description	File or image #	Pic. for Report
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Site Photos

General site overview, multiple for entire array	✓	
Inverter pad area	NA	
Disconnect areas	✓	
Rack or structure, general view	✓	
Objects affecting shading	—	
Other items affecting project (graffiti, vandalism, fence damage, etc.)	—	
As left photos of above, if changes, cleanup, etc. performed	—	

Equipment Photos

All disconnects exterior	✓	
All disconnects interior	✓	
All panelboards exterior	✓	
All panelboards interior	✓	
Each combiner box exterior	NA	
Each combiner box interior	NA	
Each inverter exterior	✓	
Each inverter interior	✓	
PMRS equipment and weather station	✓	
PMRS enclosure interior	✓	
Transformers exterior	✓	
Transformers interior	✓	
Array modules, sample of general condition, multiple photos	✓	
Exposed string wiring, sample of general condition, multiple photos	—	
Conduit and connections, sample of general condition	—	
As left photos of above, if changes, cleanup, etc. performed	—	

Detailed Photos

Any excessive corrosion	—	
Any water intrusion points or damage	—	
Any excessive debris collection, array or inverter areas	—	
Any debris collection, enclosure or cabinet interiors	—	
Any poor conduit or exposed wiring connections	—	
Any defective or worn equipment and components	—	
All DC switchgear terminations	N/A	
All AC switchgear terminations	✓	
As left photos of above, if changes, cleanup, etc. performed	—	

Repair Work

Before and after photos of repairs and replacements	—	
Photos during repairs to document cause, method, etc.	—	
Photos of any items to be repaired by others or at later date	—	

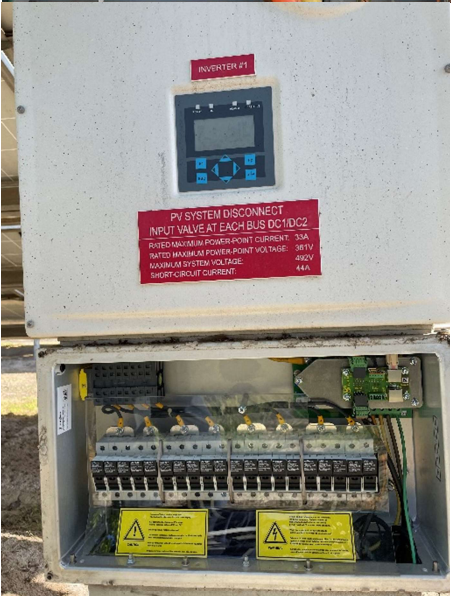
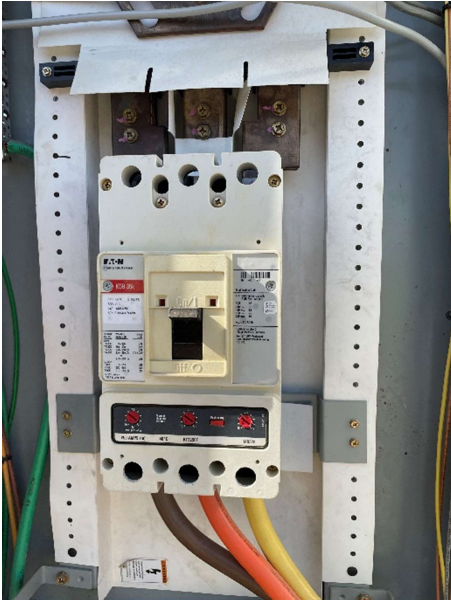
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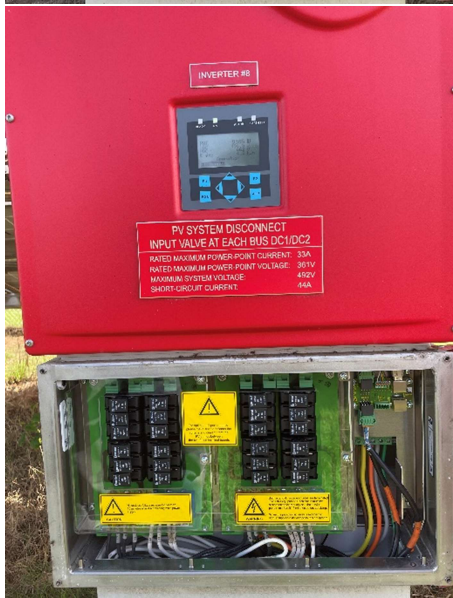
PHOTOS TAKEN DURING INSPECTION

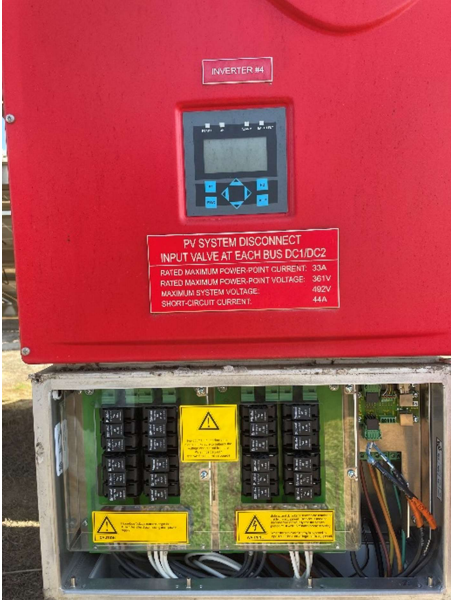


PHOTOS TAKEN DURING INSPECTION









10. INFORMATION: (Verbal Reports & presentations)

10.5 ACT/VNET – Presentation by Mr. Frank Silveira



BUILDING ID

An Alphanumeric System of labeling buildings to aid in the navigation of a campus.



DIGITAL MAP

A Multi-Layered interactive map that shows Floor Plans, Building IDs, Gate Access, Shut-Off Valves, Camera Locations and more.



SITE & STAFF INFO

General Information about the campus, Crisis Duties as well as Staff contact information and Procedures.



CAMERA LINK

Quickly find staff phone numbers, position, email, and a photo ID.



BULLETIN BOARD

A one-directional message board that allows ActVnet Directors and/or Site Admin to communicate with Staff simultaneously.



ROLL CALL

Staff can share the condition and location of students under their care for administrators to view and communicate.



**WORKS ON ALL PLATFORMS
WORKS WITH ALL PERSONNEL**



ACTVNET
TODAY'S TOOL FOR TOMORROW'S HERO

“In a crisis,
we’ll all be on the
same page.”

WHY

In an emergency, there is chaos and confusion. ActVnet is a site developed as a **tool** to eliminate some of that confusion and aid with the chaos.

The scene of a crisis may change, but the campus information and where to find that information will be **consistent**. Thus removing some of the guesswork and streamlining access to critical information.

WHAT

ActVnet is an **interactive** website with critical, current, and relevant information. All integrated into a secure, clean, **intuitive** design.

WHO

Campus First Response is a tool for emergency personnel to use in coordinating crisis situations.

Teachers, staff, and administration will benefit from having important emergency **information** available to them in one location.

HOW

For Emergency Personnel, Log in, choose the campus, and you have access to levels of information in a central location.

SECURITY

We use a two-factor **verification** system while setting up access. Step one, we only accept specific email domains. Step two, designated personnel in association with first responders or campus administration will authorize the use of the website.

THE MAP

An interactive digital layout of the campus with the ability to access critical information



BUILDING ID

An alphanumeric system of labelling buildings to aid in the navigation of a campus.



CAMERAS

The location of the cameras and connection to the campus surveillance website.



POINTS OF INTEREST

Know the locations to Shut-off valves, Nursing Station, AED equipment and more.



360° VIEWS

Have the ability to see what's inside with 360° views of rooms and areas outside and above the campus.



ACCESS POINTS

Identify gates and other access points around the perimeter and within. Gate icons are numbered and identified for vehicles or pedestrians.



DRONE PHOTOGRAPHY

Aerial images of the location hold essential information. With new drone photography, have current, 360° views above and around the campus.





SETUP

PART 1

RESEARCH & DRAFT



CAMPUS SURVEY

Walk Campus Site - Note Buildings, Shut-Off Valves, Gate Access, Gather Blueprint / Floor Plans

DRAFT FLOOR PLAN

Create Digital Site Floor Plans of Campus Buildings from Blueprints, Add Access, POI, Cameras, and Building ID Navigation Plans

PART 2

NAVIGATION SIGNS



CAMPUS MANUAL

A PDF of Building ID detail - Sign ID and location on Campus Buildings

BUILDING ID SIGNS

Artwork Created for Printer Sign production

PART 3

PICTURE DAY



360° LOW

360 Photography of Rooms & Areas around campus - Note Doors / Windows for Digital Map

360° SKY

360 capture of buildings & Drone orthographic scan of Campus

PART 4

CAMERA LINK



CAMERA CONNECTION

Setup and Testing of connecting to Site Camera System

DRAFT CAMERAS

Create a map of on-site Camera locations and FOV (Field-of-View)

CAMERA ID PLAN

Revise campus Camera IDs and develop plan for Campus Site Cameras

PART 5

ASSET CREATION



DIGITAL MAP

Create Digital Floor Plan including Doors, Windows, Access, POI, & Cameras

DRONE CAMPUS SCAN

Orthographic Scan Images and Stitching of Drone Photography

360° SKY

Add Graphic overlay and export of Drone Photography for 360° Sky

360° LOW

Add Graphic overlay and export of 360° Photography

PART 6

SITE ASSEMBLY



DATA ENTRY

Site Account setup, Data Entry and Site Request Initiation

MAP UPLOAD

Upload Digital Map - Test & Adjust

360° SKY UPLOAD

Upload 360 Sky Image sequences - Test & Adjust

360° LOW UPLOAD

Upload 360 Low Images - Test & Adjust

PART 7

TRAINING



AGENCY/SITE -

Data Entry
Training of Agency/Site Primary & Secondary on Entering Data

AGENCY/SITE - App Use

Training of Site Primary / Secondary / Designee on Utilization of the App

AGENCY/SITE- Virtual

Online Tools used for learning/testing knowledge of app usage





PRICING

TIER I
ADA 1 - 400

TIER II
ADA 401 - 800

TIER III
ADA 801 - 1,200

TIER IV
ADA 1,201 - 1,600

TIER V
ADA 1,601 - 2,000

SETUP

The initial setup of the program includes Surveying the Campus, creation of the Navigation ID Plan, and Digital Floor Plans, 360 Drone Imagery of the campus, as well as 360 photos of rooms, Program, Data Entry and Training.

* A 50% deposit will be required to begin the Setup process.

\$6,000
PER SITE

\$9,000
PER SITE

\$12,000
PER SITE

\$15,000
PER SITE

\$18,000
PER SITE

**Price Subject to Change

ANNUAL LICENCE FEE

Program Management, Maintenance, Updates, and Security.

Data changes, Site Updates, Site Maintenance, and Training. Any Campus changes throughout the year- New Gates, New Buildings, new Camera systems.

\$2,400
ANNUALLY

\$2,400
ANNUALLY

\$2,400
ANNUALLY

\$2,400
ANNUALLY

\$2,400
ANNUALLY

**Price Subject to Change

