

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

Tuesday, June 14, 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. 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.

2.1 Community Relations/Citizen Comments

2.2 Reports by Employee Units CTA/CSEA

3. CONSENT CALENDAR: Action items:

3.1 Minutes of the Regular Board Meeting – June 7, 2022

3.2 Library Surplus

4. INFORMATION:

4.1 Results from California Healthy Kids Survey – Dr. Solian

4.2 California School Dashboard Local Indicators

5. ADMINISTRATIVE: Action items:

5.1 Board Resolution #2021-2022-15 in the Matter of Spending Determination for Funds Received from the Education Protection Account for 2022-2023 Fiscal Year

5.2 Approval of Proposed Local Control Accountability Plan (LCAP) for 2022-2023

5.3 Approval of the Districts General Fund Excess Reserve

5.4 Approval of Proposed School Budget for the 2022-2023 School Year

5.5 Approval of the Federal Addendum

5.6 Agreement Plus ONE Leadership for 2022-2023 Professional Development

5.7 Software User Agreement Between Tulare County Superintendent of Schools and Tipton Elementary School District

6. **Adjourn to Closed Session:**
 - 6.1 Education Code 35146
Confidential Student Matters
 - 6.2 Government Code Section 54957.6
Conference with labor negotiators
Agency designated representatives: Superintendent
Employee Organization: California School Employees Association and its Chapter 765
 - 6.3 Government Code Section 54957.6
Conference with labor negotiators
Agency designated representatives: Superintendent
Employee Organization: CTA
 - 6.4 Government Code Section 54957.6
Conference with labor negotiators
Agency designated representatives: Superintendent
Employee Organization: Principal, Business Manager, and Management Employees
 - 6.5 Government Code Section 54957.6
Conference with labor negotiators
Agency designated representatives: Board President
Employee Organization: Superintendent
 - 6.6 Government Code Section 54957
Public Employee Discipline/Dismissal/Release/Complaint
 - 6.7 Government Code Section 54957
Public Employee Appointment/Employment
Title: Substitute District Secretary
7. **Reconvene to open session**
8. **Report out from Closed Session**
9. **Adjournment**

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.

Agenda Posted June 10, 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. **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

3. **CALENDARIO DE CONSENTIMIENTO: Elementos de acción**
 - 3.1 Acta de la Junta Ordinaria de Directorio – 7 de junio de 2022
 - 3.2 Excedente de la biblioteca

4. **INFORMACIÓN:**
 - 4.1 Resultados de la Encuesta de Niños Saludables de California – Dra. Solian
 - 4.2 Indicadores locales del Tablero Escolar de California

5. **ADMINISTRATIVO: Elementos de acción:**
 - 5.1 Resolución de Directorio #2021-2022-15 en Materia de Determinación de Gastos de Fondos Recibido de la Cuenta de Protección de la Educación para el año fiscal 2022-2023
 - 5.2 Aprobación de la Propuesta de Plan de Rendición de Cuentas de Control Local (LCAP) para 2022-2023
 - 5.3 Aprobación de la Reserva en Exceso del Fondo General de los Distritos
 - 5.4 Aprobación del Presupuesto Escolar Propuesto para el Año Escolar 2022-2023
 - 5.5 Aprobación del Anexo Federal
 - 5.6 Acuerdo Plus ONE Liderazgo para desarrollo profesional 2022-2023

5.7 Acuerdo de usuario de software entre el Superintendente de Escuelas del Condado de Tulare y Distrito Escolar Primario de Tipton

6. Pasar a Sesión Cerrada:

6.1 Código de Educación 35146

Asuntos estudiantiles confidenciales

6.2 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

6.3 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Superintendente

Organización de empleados: CTA

6.4 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Superintendente

Organización de empleados: director, gerente comercial y gerencia Empleados

6.5 Sección 54957.6 del Código de Gobierno

Conferencia con negociadores laborales

Representantes designados de la agencia: Presidente de la Junta

Organización de empleados: Superintendente

6.6 Código de Gobierno Sección 54957

Disciplina de Empleado Público/Despido/Liberación/Queja

6.7 Código de Gobierno Sección 54957

Nombramiento/empleo de empleado público

Título: Secretario Suplente del Distrito

7. Volver a reunirse para abrir la sesión

8. Informe de sesión cerrada

9. Aplazamiento

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.

Agenda publicada el 10 de junio de 2022

3. CONSENT CALENDAR: Action items:

3.1 Minutes of the Regular Board Meeting – June 7, 2022

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

Tuesday, June 7, 2022
7:00 p.m. District Board Room

1. Call to order- Flag Salute

Board President, Greg Rice called the meeting to order at 7:00 pm and led the flag salute. Board Members present: Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice. Guest: Cherie Solian, Yessenia Mendoza, Frank Silveira, Sandra Cunha, Cassandra Cunha, Tammy Lampe, Lorrena Sanchez, and Fausto Martin.

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

2.1 Open for Public Questions and Comments

Motion to Open the Public Hearing on the Spending Determination for Funds Received from EPA for 2022 - 2023 was made by Fernando Cunha and second by John Cardoza.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1

Yea - Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – Shelley Heeger

Ms. Cassandra Cunha shared with the Board how spending determination for funds received from EPA for 2022 – 2023 would be used.

2.2 Close Public Hearing

Motion to Close the Public Hearing was made by Fernando Cunha and second by John Cardoza.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1

Yea - Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – Shelley Heeger

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

3.1 Open for Public Questions and Comments

Motion to Open the Public Hearing on 2022-2023 Districts General Fund Excess Reserve was made by Iva Sousa and second by Fernando Cunha.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

Ms. Cassandra Cunha shared with the Board the District's General Fund Excess Reserve

disclosure for the proposed budget.

3.2 Close Public Hearing

Motion to Close the Public Hearing on 2022-2023 Districts General Fund Excess Reserve was made by Fernando Cunha and second by Iva Sousa.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

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

4.1 Open for Public Questions and Comments

Motion to Open the Public Hearing on the Local Control Accountability Plan (LCAP) 2022 – 2023 was made by Iva Sousa and second by John Cardoza.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

Mrs. Stacey Bettencourt updated the Board on the goals, actions and expenditures for the LCAP. Mrs. Yessenia Mendoza shared feedback on behalf of some parents who did not attend the meeting. Parents would like to see improvements made with the track, field and park areas. The Board members welcomed the comments and encouraged parents to attend the meetings in the future.

4.2 Close Public Hearing

Motion to Close the Public Hearing on the Local Control Accountability Plan (LCAP) 2022 – 2023 was made by Fernando Cunha and second by Iva Sousa.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

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

5.1 Open for Public Questions and Comments

Motion to Open the Public Hearing on the 2022 - 2023 Budget Adoption was made by Fernando Cunha and second by John Cardoza.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

Ms. Cassandra Cunha shared with the Board an overview of the 2022-2023 budget.

5.2 Close Public Hearing

Motion to Open the Public Hearing on the 2022 - 2023 Budget Adoption was made by Fernando Cunha and second by Iva Sousa.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

6. **Public Input:**

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

Motion to approve the consent calendar was made by John Cardoza and second by Iva Sousa.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

8. **ADMINISTRATIVE: Action items:**

8.1 Expanded Learning Opportunities Program

Motion to approve Expanded Learning Opportunities Program was made by Iva Sousa and second by John Cardoza.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

Mrs. Stacey Bettencourt gave an overview of the Expanded Learning Opportunities Program.

8.2 Board Resolution #2021-2022-11, Authorizing Inter-fund Loan for Cash Flow Purposes

Motion to approve Board Resolution #2021-2022-11, Authorizing Inter-fund Loan for Cash Flow Purposes was made by Iva Sousa and second by Fernando Cunha.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0
Abstain –0
Absent – 0

8.3 Board Resolution #2021-2022-12, Authorization for County Superintendent of Schools to Make Year End Budget Transfers

Motion to approve Board Resolution #2021-2022-12, Authorization for County Superintendent of Schools to Make Year End Budget Transfers was made by Fernando Cunha and second by John Cardoza.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

8.4 Board Resolution #2021-2022-13, Authorizing Inter-fund Transfers In Accordance with the Budget

Motion to approve Board Resolution #2021-2022-13, Authorizing Inter-fund Transfers In Accordance with the Budget was made by Iva Sousa and second by Shelley Heeger.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

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

Motion to approve extra workdays in June for the Superintendent and Principal was made by Iva Sousa and second by John Cardoza.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

8.6 SY 2022-2023 Annual Renewal of Services Super Co-Op Joint Authority

Motion to approve SY 2022-2023 Annual Renewal of Services Super Co-Op Joint Authority was made by Shelley Heeger and second by Iva Sousa.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

8.7 Consultant Agreement with Tipton Elementary and Tyger Bates, CPA

Motion to approve Consultant Agreement with Tipton Elementary and Tyger Bates, CPA was

made by Fernando Cunha and second by John Cardoza.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

8.8 In the Matter of Approving the Legal Services Agreement for the Tulare County Office of Education Legal Services Consortium

Motion to approve Legal Services Agreement for the Tulare County Office of Education Legal Services Consortium was made by Iva Sousa and second by Fernando Cunha.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

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

Motion to 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 was made by Fernando Cunha and second by John Cardoza.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Sheller Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent –0

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

Motion to 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 was made by Iva Sousa and second by Fernando Cunha.

8.11 Agreement with Infinity for E-Rate Consulting Services

Motion to approve Agreement with Infinity for E-Rate Consulting Services was made by John Cardoza and second by Shelley Heeger.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

8.12 Approval of Transfer of Funds “Golden Handshake” Members of Public Employees’ Retirement Systems (PERS)

Motion to approve Transfer of Funds “Golden Handshake” Members of Public Employees’ Retirement Systems (PERS) with a lump sum payment was made by Fernando Cunha and second by John Cardoza.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

9. FINANCE: Action items:

9.1 Vendor Payments

Motion to approve Vendor payments was made by Fernando Cunha and second by Shelley Heeger.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

9.2 Budget Revisions

Motion to approve Budget Revisions was made by Iva Sousa and second by Fernando Cunha.

Vote Yea 5 / No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

10. INFORMATION: (Verbal Reports & presentations)

10.1 MOT--FOOD SERVICE—PROJECTS

Mr. Fausto Martin updated the Board on summer school and the bus routes. He also updated the Board on the flooring project, HVAC units being installed, school bus training, field and track work being done and the need to change out the lights in the field to LED lights.

10.2 Grounds/Fields

Mrs. Stacey Bettencourt updated the Board on requests from the community to update and improve our fields.

10.3 UPK Planning and Implementation Grant Program

Mrs. Stacey Bettencourt shared with the Board the planning and implementation of UPK.

10.4 Tipton 2022 Annual Solar Inspection Report

Mr. Fausto Martin updated the Board on the results of the Solar Inspection.

10.5 ACT/VNET – Presentation by Mr. Frank Silveira

Mr. Frank Silveira shared a presentation with the Board on ACT/VNET.

11. Adjourn to Closed Session: 8:55 pm

12. Reconvene to open session 11:32 pm

13. Report out from Closed Session

11.1 Education Code section 35146

Student transfers, inter District request, etc

Motion to approve student #22-23009 request for interdistrict was made by John Cardoza 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

Motion to approve student #22-23010 request for interdistrict was made by John Cardoza 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

Motion to approve student #22-23011 request for interdistrict was made by John Cardoza 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

Motion to approve student #22-23012 request for interdistrict was made by John Cardoza 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

Motion to approve student #22-23013 request for interdistrict was made by John Cardoza 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

Motion to approve student #22-23014 request for interdistrict was made by John Cardoza 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

Motion to approve student #22-23015 request for interdistrict was made by John Cardoza 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

Motion to approve student #22-23016 request for interdistrict was made by John Cardoza 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

Motion to approve student #22-23017 request for interdistrict was made by John Cardoza 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

Motion to approve student #22-23018 request for interdistrict was made by John Cardoza 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

Motion to approve student #22-23019 request for interdistrict was made by John Cardoza 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

Motion to approve student #22-23020 request for interdistrict was made by John Cardoza 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

Motion to approve student #22-23021 request for interdistrict was made by John Cardoza 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

Motion to approve student #22-2302 request for interdistrict was made by John Cardoza 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

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

Discussion

11.3 Government Code Section 54957.6

Conference with labor negotiators

Agency designated representatives: Superintendent

Employee Organization: CTA

Discussion

11.4 Government Code Section 54957.6

Conference with labor negotiators

Agency designated representatives: Superintendent

Employee Organization: Principal, Business Manager, and Management Employees

Discussion

11.5 Government Code Section 54957.6

Conference with labor negotiators

Agency designated representatives: Board President

Employee Organization: Superintendent

Discussion

11.6 Government Code Section 54957

Public Employee Appointment/Employment

Title: Substitute District Secretary

Motion to approve Stephanie Cochran as the Substitute District Secretary was made by John Cardoza 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

11.7 Government Code Section 54957

Public Employee Appointment/Employment

Title: ASES Instructional Aide for 2022-2023

Motion to approve Karina Guerrero as ASES Instructional Aide for the 2022-2023 school year was made by John Cardoza 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

11.8 Government Code Section 54957

Public Employee Appointment/Employment

Title: Instructional Aide for 2022-2023

Motion to approve Mone Hernandez as Instructional Aide for the 2022-2023 was made by John Cardoza 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

11.9 Government Code Section 54957

Public Employee Discipline/Dismissal/Release/Complaint

Motion to ratify employee 5466485659, Sixth Grade Teacher's resignation effective June 7, 2022 and accepted by the Superintendent on May 24, 2022 was made by John Cardoza 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

14. Adjournment 11:34 pm

Minutes approved June 14, 2022

Greg Rice, President

Fernando Cunha, Clerk

Stacey Bettencourt, Secretary

DISTRITO ESCOLAR PRIMARIO DE TIPTON

REUNIÓN ORDINARIA DE LA JUNTA

MINUTOS

martes, 7 de junio de 2022

7:00 pm. Sala de Juntas de Distrito

1. Llamada al orden - Saludo a la bandera

El presidente de la junta, Greg Rice, abrió la reunión a las 7:00 p. m. y encabezó la banderasaludo. Consejeros presentes: Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice. Invitada: Cherie Solian, Yessenia Mendoza, Frank Silveira, Sandra Cunha, Cassandra Cunha, Tammy Lampe, Lorrena Sanchez y Fausto Martin.

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

La moción para abrir la audiencia pública sobre la determinación del gasto de los fondos recibidos de la EPA para 2022 - 2023 fue hecha por Fernando Cunha y secundada por John Cardoza.

Voto Sí 4 / No 0 / Abstención 0 / Ausente 1

Sí - Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente - Shelley Heeger

La Sra. Cassandra Cunha compartió con la Junta cómo se usaría la determinación de gastos para los fondos recibidos de la EPA para 2022-2023.

2.2 Audiencia pública cerrada

La moción para cerrar la audiencia pública fue hecha por Fernando Cunha y secundada por John Cardoza.

Voto Sí 4 / No 0 / Abstención 0 / Ausente 1

Sí - Iva Sousa, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente - Shelley Heeger

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

La moción para abrir la audiencia pública sobre la reserva en exceso del fondo general de los distritos 2022-2023 fue realizado por Iva Sousa y segundo por Fernando Cunha.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

La Sra. Cassandra Cunha compartió con la Junta la reserva en exceso del Fondo General del Distrito divulgación para el presupuesto propuesto.

3.2 Audiencia pública cerrada

La moción para cerrar la audiencia pública sobre la reserva en exceso del fondo general de los distritos 2022-2023 fue realizado por Fernando Cunha y segundo por Iva Sousa.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

4. Audiencia Pública Abierta sobre el Plan de Rendición de Cuentas de Control Local (LCAP) 2022 - 2023

4.1 Abierto para preguntas y comentarios públicos

La moción para abrir la audiencia pública sobre el Plan de Responsabilidad de Control Local (LCAP) 2022 - 2023 fue hecha por Iva Sousa y secundada por John Cardoza.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

La Sra. Stacey Bettencourt actualizó a la Junta sobre las metas, acciones y gastos del LCAP. La Sra. Yessenia Mendoza compartió comentarios en nombre de algunos padres que no asistieron a la reunión. A los padres les gustaría ver mejoras en las áreas de atletismo, campo y parque. Los miembros de la Junta dieron la bienvenida a los comentarios y alentaron a los padres a asistir a las reuniones en el futuro.

4.2 Audiencia pública cerrada

La moción para cerrar la audiencia pública sobre el Plan de Rendición de Cuentas de Control Local (LCAP) 2022 – 2023 fue hecha por Fernando Cunha y secundada por Iva Sousa.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

5. Audiencia Pública Abierta sobre la Adopción del Presupuesto 2022 - 2023

5.1 Abierto para preguntas y comentarios públicos

La moción para abrir la audiencia pública sobre la adopción del presupuesto 2022 - 2023 fue hecha por Fernando Cunha y secundada por John Cardoza.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

La Sra. Cassandra Cunha compartió con la Junta una descripción general del presupuesto 2022-2023.

5.2 Audiencia pública cerrada

La moción para abrir la audiencia pública sobre la adopción del presupuesto 2022 - 2023 fue hecha por Fernando Cunha y secundada por Iva Sousa.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

6. Opinión pública:

6.1 Relaciones con la comunidad/Comentarios de los 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

La moción para aprobar el calendario de consentimiento fue hecha por John Cardoza y secundada por Iva Sousa. Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0 Abstención –0 Ausente – 0

8. ADMINISTRATIVO: Elementos de acción:

8.1 Programa de Oportunidades de Aprendizaje Ampliadas

La moción para aprobar el Programa de Oportunidades de Aprendizaje Expandido fue hecha por Iva Sousa y segundo por Juan Cardoza.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

La Sra. Stacey Bettencourt dio una descripción general del 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

Iva Sousa hizo la moción para aprobar la Resolución de la Junta #2021-2022-11, que autoriza el préstamo entre fondos para fines de flujo de efectivo, y Fernando Cunha la secundó.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

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

La moción para aprobar la Resolución de la Mesa Directiva #2021-2022-12, Autorización para que el Superintendente de Escuelas del Condado Realice Transferencias de Presupuesto de Fin de Año fue hecha por Fernando Cunha y secundada por John Cardoza.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

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

Moción para aprobar la Resolución de la Junta #2021-2022-13, que autoriza transferencias entre fondos en La conformidad con el Presupuesto fue realizada por Iva Sousa y en segundo lugar por Shelley Heeger.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

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

La moción para aprobar días de trabajo extra en junio para el Superintendente y el Director fue hecha por Iva Sousa y segundo por John Cardoza.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

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

Shelley Heeger hizo la moción para aprobar la Autoridad Conjunta de Súper Co-Op de Renovación Anual de Servicios SY 2022-2023 y Iva Sousa la secundó.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

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

La moción para aprobar el Acuerdo de Consultor con Tipton Elementary y Tyger Bates, CPA fue realizado por Fernando Cunha y segundo por John Cardoza.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

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

Moción para aprobar el Acuerdo de Servicios Legales para la Oficina de Educación Legal del Condado de Tulare El Consorcio de Servicios fue realizado por Iva Sousa y segundo por Fernando Cunha.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

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

Moción para aprobar la Enmienda al Contrato – Proyecto de Reemplazo del Piso en la Primaria Tipton

Escuela Recomendó aprobar una enmienda al Proyecto de Reemplazo de Pisos en Tipton

Escuela Primaria – Mudanza de Muebles fue realizada por Fernando Cunha y segunda por John Cardoza.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Sheller Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente –0

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

*Moción para aprobar la Enmienda al Contrato – Proyecto de Reemplazo del Piso en la Primaria Tipton
Escuela Recomendó aprobar una enmienda al Proyecto de Reemplazo de Pisos en Tipton
Elementary School – Producto de piso alternativo fue realizado por Iva Sousa y segundo por
Fernando Cunha.*

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

8.11 Acuerdo con Infinity para Servicios de Consultoría E-Rate

*John hizo la moción para aprobar el acuerdo con Infinity para los servicios de consultoría de E-Rate
Cardoza y segundo por Shelley Heeger.*

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

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

*Moción para aprobar Transferencia de Fondos “Apretón de Manos de Oro” Miembros de Empleados
Públicos Sistemas de Retiro (PERS) con pago único fue realizado por Fernando Cunha y segundo por
Juan Cardoza.*

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

9. FINANZAS: Elementos de acción:

9.1 Pagos a proveedores

La moción para aprobar los pagos de los proveedores fue hecha por Fernando Cunha y secundada por Shelley Heeger.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

9.2 Revisiones del presupuesto

La moción para aprobar las revisiones presupuestarias fue hecha por Iva Sousa y secundada por Fernando Cunha.

Voto Sí 5 / No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza, Fernando Cunha y Greg Rice

No-0

Abstención –0

Ausente – 0

10. INFORMACIÓN: (Informes verbales y presentaciones)

10.1 MOT--SERVICIO DE ALIMENTOS-PROYECTOS

El Sr. Fausto Martin actualizó a la Junta sobre la escuela de verano y las rutas de los autobuses. También actualizó a la Junta sobre el proyecto de pisos, las unidades HVAC que se están instalando, la capacitación de autobuses escolares, el trabajo de campo y pista que se está realizando y la necesidad de cambiar las luces en el campo a luces LED.

10.2 Terrenos/Campos

La Sra. Stacey Bettencourt actualizó a la Junta sobre las solicitudes de la comunidad para actualizar y mejorar nuestros campos.

10.3 Programa de subvenciones de planificación e implementación de UPK

La Sra. Stacey Bettencourt compartió con la Junta la planificación e implementación de UPK.

10.4 Informe de inspección solar anual Tipton 2022

El Sr. Fausto Martín actualizó a la Junta sobre los resultados de la Inspección Solar.

10.5 ACT/VNET – Presentación del Sr. Frank Silveira

El Sr. Frank Silveira compartió una presentación con la Junta sobre ACT/VNET.

11. Clausura de la sesión cerrada: 8:55 p. m.

12. Volver a reunirse para abrir la sesión 11:32 p. m.

13. Informe de sesión cerrada

11.1 Código de Educación, sección 35146

Transferencias de estudiantes, solicitud interdistrital, etc.

La moción para aprobar la solicitud del estudiante #22-23009 para interdistrital fue hecha por John Cardoza y secundada 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

La moción para aprobar la solicitud del estudiante #22-23010 para interdistrital fue hecha por John Cardoza y secundada 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

La moción para aprobar la solicitud del estudiante #22-23011 para interdistrital fue hecha por John Cardoza y secundada 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

La moción para aprobar la solicitud del estudiante #22-23012 para interdistrital fue hecha por John Cardoza y secundada 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

La moción para aprobar la solicitud del estudiante #22-23013 para interdistrital fue hecha por John Cardoza y secundada 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

La moción para aprobar la solicitud del estudiante #22-23014 para interdistrital fue hecha por John Cardoza y secundada 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

La moción para aprobar la solicitud del estudiante #22-23015 para interdistrital fue hecha por John Cardoza y secundada 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

La moción para aprobar la solicitud del estudiante #22-23016 para interdistrital fue hecha por John Cardoza y secundada 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

La moción para aprobar la solicitud del estudiante #22-23017 para interdistrital fue hecha por John Cardoza y secundada 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

La moción para aprobar la solicitud del estudiante #22-23018 para interdistrital fue hecha por John Cardoza y secundada 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

La moción para aprobar la solicitud del estudiante #22-23019 para interdistrital fue hecha por John Cardoza y secundada 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

La moción para aprobar la solicitud del estudiante #22-23020 para interdistrital fue hecha por John Cardoza y secundada 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

La moción para aprobar la solicitud del estudiante #22-23021 para interdistrital fue hecha por John Cardoza y secundada 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

La moción para aprobar la solicitud del estudiante #22-2302 para interdistrital fue hecha por John Cardoza y secundada 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

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

Discusión

11.3 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados de la agencia: Superintendente

Organización de empleados: CTA

Discusión

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

Discusión

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

Discusión

11.6 Código de Gobierno Sección 54957

Nombramiento/empleo de empleado público

Título: Secretario Suplente del Distrito

La moción para aprobar a Stephanie Cochran como Secretaria de Distrito Sustituta fue hecha por John Cardoza y secundada 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

11.7 Código de Gobierno Sección 54957

Nombramiento/empleo de empleado público

Título: Asistente de instrucción de ASES para 2022-2023

La moción para aprobar a Karina Guerrero como Ayudante de Instrucción de ASES para el año escolar 2022-2023 fue hecha por John Cardoza y secundada 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

11.8 Código de Gobierno Sección 54957

Nombramiento/empleo de empleado público

Título: Ayudante de instrucción para 2022-2023

La moción para aprobar a Mone Hernandez como Ayudante de Instrucción para el 2022-2023 fue hecha por John Cardoza y secundada 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

11.9 Código de Gobierno Sección 54957

Disciplina de Empleado Público/Despido/Liberación/Queja

Moción para ratificar empleado 5466485659, efectiva renuncia de maestro de sexto grado 7 de junio de 2022 y aceptado por el Superintendente el 24 de mayo de 2022 fue hecho por John Cardoza y segundo 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

14. Clausura 11:34 p.m.

Acta aprobada el 14 de junio de 2022

Greg Rice, presidente

Fernando Cunha, secretario

Stacey Bettencourt, secretaria

Stacey Bettencourt, secretaria

3. CONSENT CALENDAR: Action items:

3.2 Library Surplus

Tipton Elementary
School
"Library News"

Memo

To: Mrs. Bettencourt

From: Megan Rice

Date: June 6, 2022

Re: Library Surplus

Attached is a list of books and library materials that have been weeded from the Library Collection due to the fact that these books were torn, missing pages, damaged, irrelevant, out of date, etc.

Weeding Project: Several of our library shelves are double stacked with books, which can lead to books being damaged much more quickly and also make locating specific titles much more difficult. There are a number of book titles that are out of date or simply have not been circulated in 8+ years. This weeding project is in effort to make our library of better quality resources. This will also allow us to see which areas we may be lacking relevant sources in and create room for the new titles we add each year.

Books that are severely damaged and worn will be disposed of. Those books that are still in readable condition I would like to give the teachers a chance to take them for their classroom libraries. After they have taken what they wish, I would then like to disperse the remaining books to the students at a future date. All of the books listed have been stamped with "discard", our barcode and labels have been removed, and removed from our library system.

In an effort to keep our library materials & teacher resources current and up-to-date the following materials/resources are being removed from our collection.

After the following materials have been declared as a surplus teacher's & staff will have an opportunity to take any materials. All materials will have "Tipton Elementary School" blacked out and barcodes removed (where applicable). Media items not taken by staff will be recycled or disposed of.

If you have any further questions, please let me know.

Thank you,

Megan Rice

June 6, 2022

Tipton Elementary School Library
Discarded/Weeded Library & School Materials

Title/Author/Number of copies

VHS

Tuck everlasting

GUIDED READING

Allie's basketball dream / Barber, Barbara E./5

Antarctica / Fowler, Allan /5

Beetles / Eckart, Edana / 3

Constellations / Sipiera, Paul P. / 5

How many ducks / Chapman, Cindy / 3

Marvin redpost class president / Sachar, Louis /
4

President's day / Marx, David F. / 3

What if you'd met beethoven / Myers, Carrie
Mieko / 4

Working at a tv station / Davis, Gary W. / 5

Worst day of my life, the / Cosby, Bill / 5

BOOKS

Call of the wild, the / London, Jack / 10

Day of the night crawlers / Cummings, Troy

Diary of a young girl, the / Frank, Anne / 16

Escape from lucien / Kibuishi, Kazu

Frantastic voyage / Benton Jim

Inventor: the story of tesla, the / Mehtas, Rave

Karen's witch / Farina, Katy

My side of the mountain / George, Jean
Craighead / 28

Let the circle be unbroken / Taylor, Mildred D.
/ 26

Ramona y su padre / Cleary, Beverly

Roll of thunder hear my cry / Taylor, Mildred
D. / 9

Secret of the indian, the / Banks, Lynne Reid /
8

Son of neptune, the / Riordan, Rick

Spanish - english dictionary / 1987

Summer of my german soldier / Greene, Bette /
15

That was then this is now / Hinton, S.E.

Timescape / Liparulo, Robert

Where the lilies bloom / Cleaver, Vera /13

4 INFORMATION:

4.1 Results from California Healthy Kids Survey – Dr. Solian



California Healthy Kids Survey (CHKS)-Summary

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

Fifth grade sample data (blue) 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 (orange) 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%)

	School Engagement and Supports			School Safety and Cyber Bullying			Substance Use	
	5th	7th		5 th	7 th		5th	7th
School Connectedness	80%	72%	School Perceived as Very Safe or Safe	79%	68%	Current Alcohol or Drug Use	10%	3%
Caring Adult Relationships	90%	65%	Experiences Harassment or Bullying	29%	23%	Ever Been Drunk or High at School	Not asked	0
High Expectations of Adults	94%	78%	Cyberbullying	18%	26%	Current Vaping	3%	1%
Meaningful Participation	44%	25%	Lies or Rumors About you	31%	30%	Current Tobacco Vaping	0	1%
Promotion of Parental involvement	80%	68%	Seen a weapon on campus	0	3%	Current Marijuana Vaping	0	0
	Social Emotional Health			Routines				
	5th	7th		5th	7th			
Social Emotional Distress	Not asked	20%	Eating Breakfast	59%	66%			
Experienced Chronic Sadness or Hopelessness	29%	32%	Bed Time (12 am or Later for 7 th grade) (10 pm or later for 5 th grade)	17%	14%			
Considered Suicide	Not asked	7%		School Disciplinary Environment				
Optimism	Not asked	61%		5 th Grade ONLY				
Life Satisfaction	Not asked	72%	Rule Clarity	86%				
Wellness	66%	Not asked	Students Well Behaved	69%				
			Students Treated Fairly When They Break the Rules	74%				
			Students Treated	97%				



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.

	School Supports for Students		School Safety		Substance Use and Mental Health for Students
Caring Adult Relationships	28%	It is a safe place for staff	22%	Drug Use Moderate/Severe Problem	19%
Provides Adequate Counseling and Support Services	15%	It is a safe place for students	26%	Tobacco Use Moderate/Severe Problem	12%
High Expectations of Adults	33%	Has Sufficient Resources to Create a Safe Campus	20%	Vaping Use Moderate/Severe Problem	15%
Meaningful Participation	19%			Student Depression Moderate/Severe Problem	38%
Promotion of Parental involvement	11%				
	Perceived School Safety in Response to COVID-19		School Supports for Staff		
Keep Students Healthy	26%	Staff Working Environment	10%		
Keep Staff Healthy	26%	Staff Collegiality	14%		
	Areas of Professional Development Needs		Fairness, Rule Clarity, and Respect for Diversity		
Supporting Students Exposed to Trauma	68%	Fairness and Rule Clarity	13%		
COVID Related Safety Measures and Protocols	27%	Respect for Diversity	16%		

4 INFORMATION:

4.2 California School Dashboard Local Indicators



Tipton Elementary School District



CA School Dashboard Fall 2022 Local Indicators

Local Priority #1: Tipton School meets the standard for Appropriately Assigned Teachers, Access to Curriculum-Aligned materials, and Safe, Clean, and Functional Facilities.

Local Priority #2: Tipton School meets the standard for the Implementation of State Academic Standards.

Local Priority #3: Tipton School meets the standard for the Self-Reflection tool for Parent Engagement. The LEA measures progress in:

1. Building Relationships between School Staff and families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Local Priority #6: Tipton School meets the standard for the administration of the California Healthy Kids Survey and an analysis of the results presented to the Board. Results were shared during the 2021-2022 school year.

Local Priority #7: Tipton School meets the standard for students having access to, and are enrolled in, a broad course of study.

5. ADMINISTRATIVE: Action items:

- 5.1** Board Resolution #2021-2022-15 in the Matter of Spending Determination for Funds Received from the Education Protection Account for 2022-2023 Fiscal Year

**BEFORE THE BOARD OF TRUSTEES
OF THE TIPTON ELEMENTARY SCHOOL DISTRICT
TULARE COUNTY, STATE OF CALIFORNIA**

In the Matter of the Spending Determination
for Funds Received from the Education
Protection Account pursuant to Article XIII,
Section 36 of the California Constitution
2022-2023 Fiscal Year

RESOLUTION No. 2022-2022-15

RECITALS

1. The voters approved Proposition 30 on November 6, 2012;
2. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;
3. The provisions of Article XIII, Section 36(e) create in the state General Fund an Educational Protection Account to receive and disburse the revenues derived from the incremental increases in taxes by Article XIII, Section 36(f);
4. Before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;
5. If the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;
6. All monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;
7. Monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;
8. A community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

9. The governing board of the district shall make the spending determination with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;
10. The monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;
11. Each community college district, county office of education, school district and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent;
12. The annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;
13. Expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct;
2. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent for the 2022-2023 fiscal year shall be made in open session of a public meeting of the governing board of Tipton Elementary School District;
3. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing board of the Tipton Elementary School District has determined to spend the monies received from the Education Protection Account for the 2022-2023 fiscal year as attached;
4. Upon finalizing financial data for the fiscal year, the District Superintendent, or designee, is hereby directed to immediately publish on the district's Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____,
seconded by _____, at a regular meeting held on June 14, 2022, by the following
vote:

AYES:

NOES:

ABSENT:

I, Stacey Bettencourt, secretary of the governing board of the Tipton Elementary School District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 7th day of June, 2022.

Date: June 14, 2022

Secretary, Board of Trustees

5. ADMINISTRATIVE: Action items:

5.2 Approval of Proposed Local Control Accountability Plan (LCAP) for 2022-2023

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

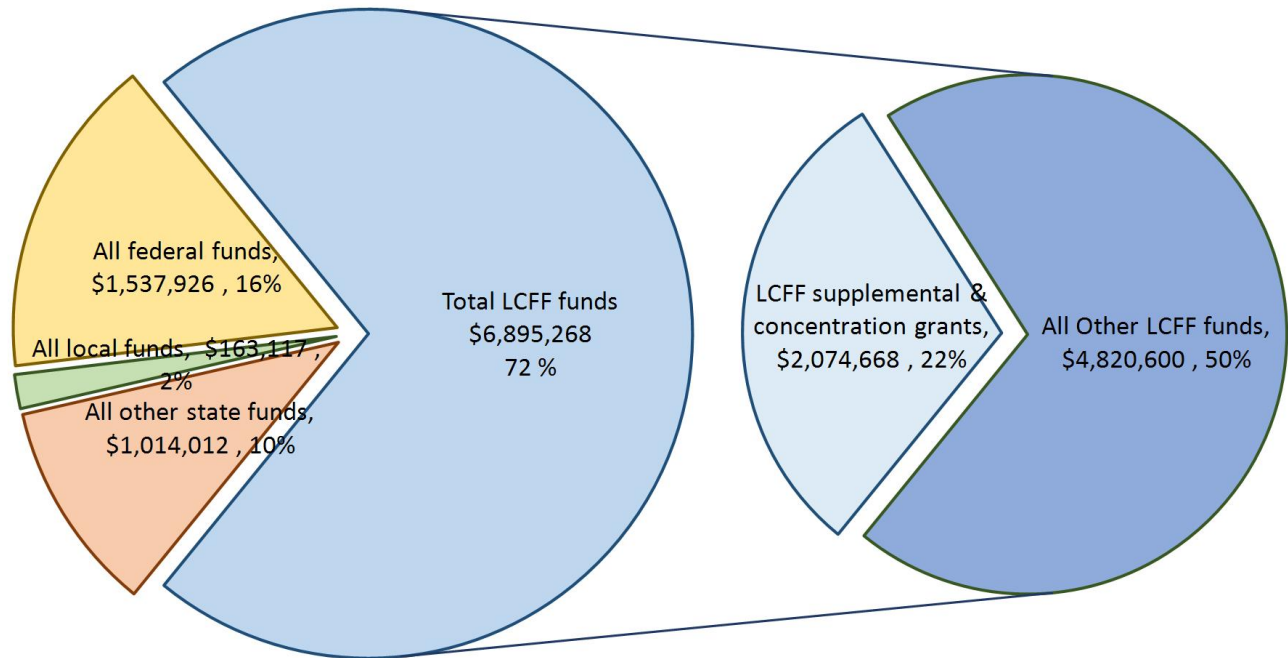
csolian@tipton.k12.ca.us

(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



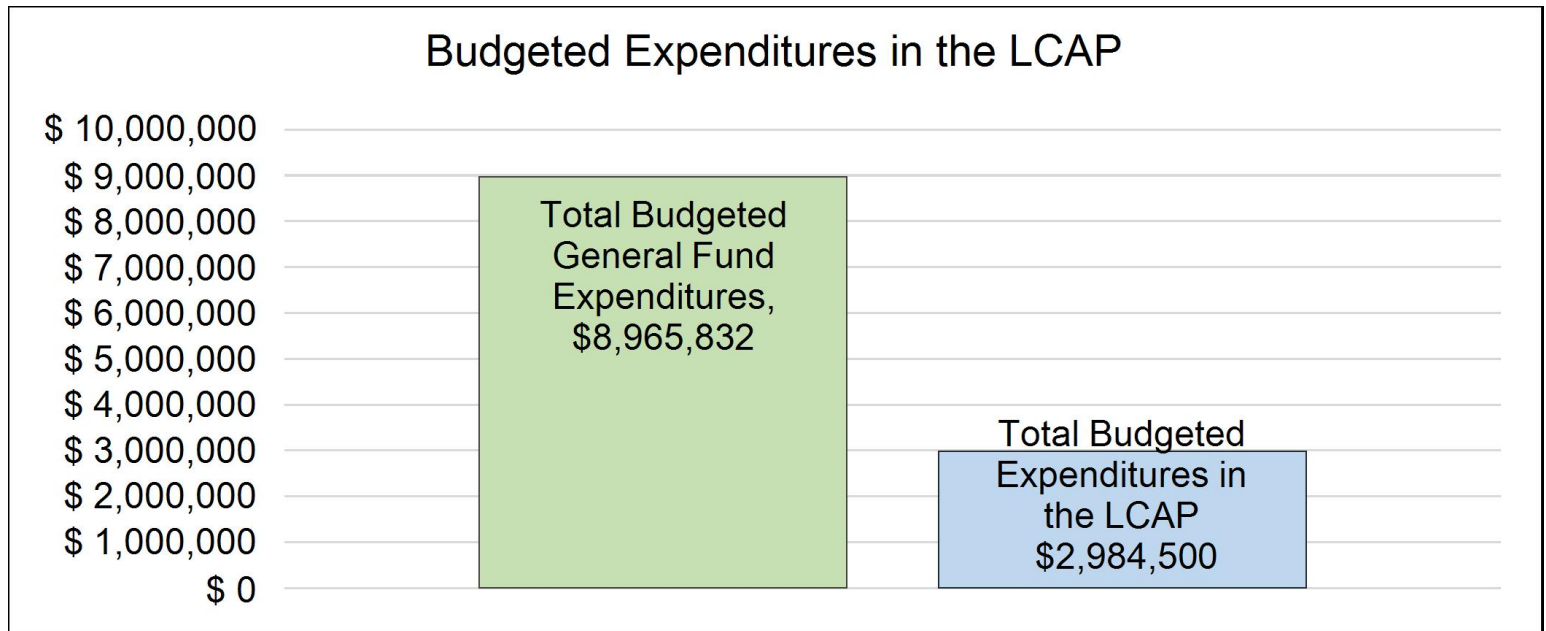
This chart shows the total general purpose revenue Tipton Elementary School District expects to receive in the coming year from all sources.

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:

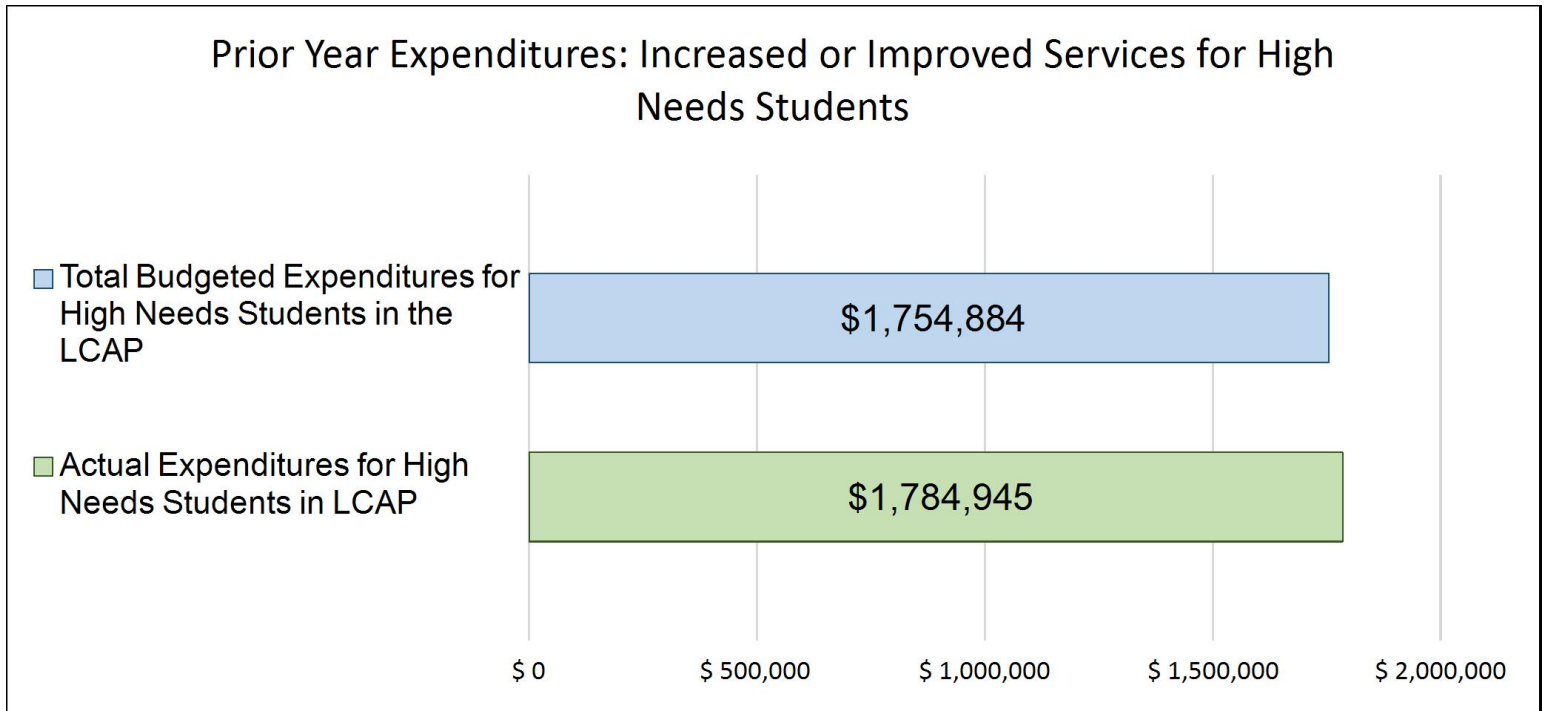
Most teachers, administrator, classified staff salaries and benefits, purchase of state adopted curriculum and materials, maintenance, cafeteria, and transportation costs.

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.

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.

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.

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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?-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.

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.

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.

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.

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.

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 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.

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.

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?- 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.

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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.

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.

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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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 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.

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 midyear writing benchmark.

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?- 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. **ADMINISTRATIVE: Action items:**

5.3 Approval of the Districts General Fund Excess Reserve

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-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

5. ADMINISTRATIVE: Action items:

5.4 Approval of Proposed School Budget for the 2022-2023 School Year



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

Public Hearing:

Place: District Board Room, 370 N
Evans Rd, Tipton, CA
Date: June 07, 2022
Time: 07:00 PM

Adoption Date: June 14, 2022

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

Contact person for additional information on the budget reports:

Name: Stacey Bettencourt
Title: Superintendent

Telephone: 559-752-4213
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**



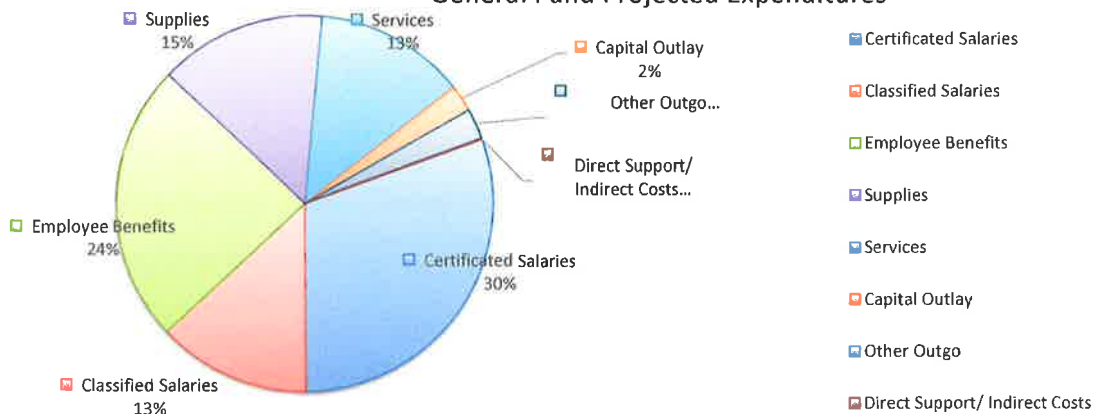
**Budget Adoption
2022-2023**



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

	<i>GENERAL FUND</i>	<i>FUND 010</i>	
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**



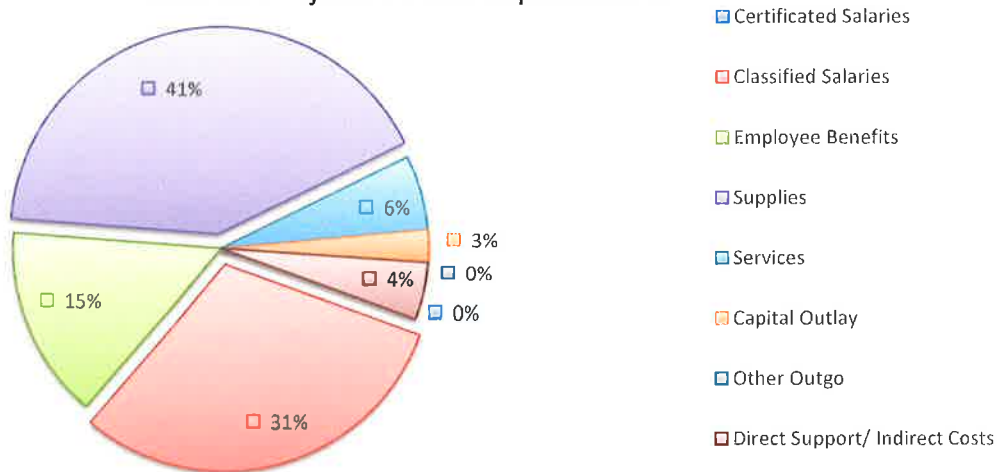
Tipton Elementary School District
2022-2023 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

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





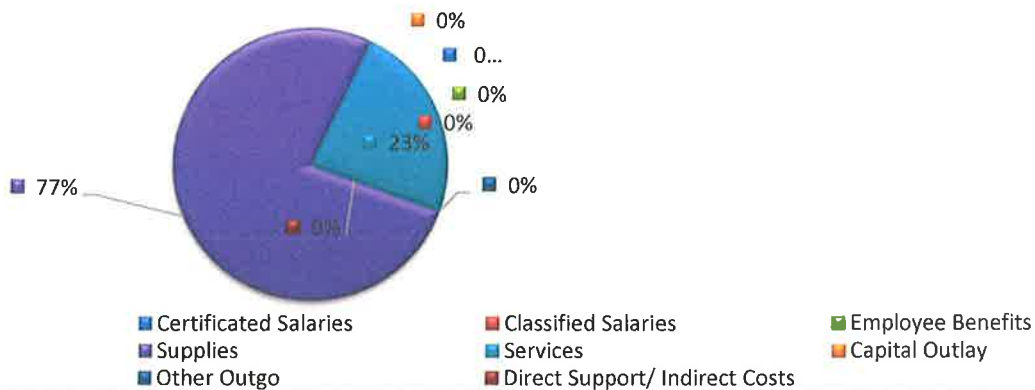
Tipton Elementary School District
2022-2023 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

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



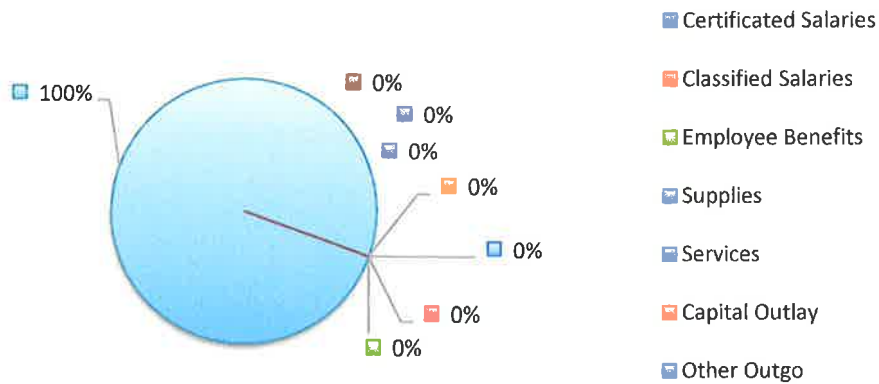
Tipton Elementary School District
2022-2023 Budget Adoption
Revenues, Expenditures and Changes in Fund Balance

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)
<p>a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?</p> <p>b. If you are the SELPA AU and are excluding special education pass-through funds:</p> <p>1. Enter the name(s) of the SELPA(s):</p>	No					
<p>2. Special education pass-through funds</p> <p>(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)</p>		0.00		0.00		0.00
<p>2. District ADA</p> <p>Used to determine the reserve standard percentage level on line F3d</p> <p>(Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)</p>		484.00		478.00		472.00
<p>3. Calculating the Reserves</p>						
<p>a. Expenditures and Other Financing Uses (Line B11)</p>		8,965,832.04		9,219,653.00		8,634,857.00
<p>b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)</p>		0.00		0.00		0.00
<p>c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)</p>		8,965,832.04		9,219,653.00		8,634,857.00
<p>d. Reserve Standard Percentage Level</p> <p>(Refer to Form 01CS, Criterion 10 for calculation details)</p>		4.00%		4.00%		4.00%
<p>e. Reserve Standard - By Percent (Line F3c times F3d)</p>		358,633.28		368,786.12		345,394.28
<p>f. Reserve Standard - By Amount</p> <p>(Refer to Form 01CS, Criterion 10 for calculation details)</p>		75,000.00		75,000.00		75,000.00
<p>g. Reserve Standard (Greater of Line F3e or F3f)</p>		358,633.28		368,786.12		345,394.28
<p>h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)</p>		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	(362,516.69)	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									
b) Transfers Out									
2) Other Sources/Uses									
a) Sources									
b) Uses									
3) Contributions									
4) TOTAL, OTHER FINANCING SOURCES/USES									
			(760,056.76)	760,056.76	0.00	(811,109.00)	811,109.00	0.00	0.0%
			(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									
			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	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	-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	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs									
Mandated Costs Reimbursements									
Lottery - Unrestricted and Instructional Materials			17,096.00	0.00	17,096.00	17,207.00	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	-5.5%
Restricted Levies - Other									
Homeowners' Exemptions			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	0.0%
Pass-Through Revenues from									
State Sources			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	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Implementation All Other State Revenue	7405 All Other	8590 8590	3,500.00	1,131,967.00	1,135,467.00	3,500.00	679,470.00	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 Appointments			0.00	0.00	0.00		0.00	0.00	0.00
Emergency Appointments		8931	0.00	0.00	0.00		0.00	0.00	0.00
Proceeds			0.00	0.00	0.00		0.00	0.00	0.00
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00		0.00	0.00	0.00
Other Sources			0.00	0.00	0.00		0.00	0.00	0.00
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00		0.00	0.00	0.00
Long-Term Debt Proceeds			0.00	0.00	0.00		0.00	0.00	0.00
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%
e) Unassigned/Unappropriated									
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					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.0%
b) in Banks		9120	0.00	0.00	0.0%
c) in Revolving Cash Account		9130	0.00	0.00	0.0%
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.0%

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)			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 (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		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	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					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	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)					
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%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	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 - Principal		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)			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 (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	Except 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					
All Other Financing Uses		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues					
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	
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:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	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):

484.0

District's Enrollment Standard Percentage Level:

2.0%

2A. Calculating the District's Enrollment Variances

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

Fiscal Year		Enrollment Budget	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	89.7%
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)			Status
	Salaries and Benefits	Total Expenditures	Ratio	
	(Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	(Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	
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: 1.3%

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
	Third Prior Year (2019-20)	2,287,388.22	2,781,689.16	
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.

* 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 Remaining	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?

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:	
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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 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

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	545550	561917	578774
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	3.0%	3.0%	3.0%
Are any new costs from prior year settlements included in the budget?	No		

Certificated (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

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?

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

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

--	--	--

One Year Agreement

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

or

Multiyear Agreement

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

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

Negotiations Not Settled

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

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
---	---	---

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

Budget Year	1st Subsequent Year	2nd Subsequent 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:

No		
----	--	--

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

Budget Year	1st Subsequent Year	2nd Subsequent 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
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**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 multiyear projections (MYPs)?			
	Total cost of salary settlement			

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

--	--	--

Negotiations Not Settled

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

--

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

Cash Flow Projection - Year 2 Estimated
 District: 53 - Tipton Elementary School District
 Fund: 0100 - General Fund
 Fiscal Year: 2023

Comments:

Calendar Month	Beginning Balance	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YTD Actual	Accrual Reversals	Adjustments	Total	Estimated Total	Difference	
																				Category
10	5,145,747.17	5,145,747.17	4,803,157.95	4,595,805.67	4,889,539.10	4,872,070.22	4,967,936.55	5,729,394.14	5,988,420.88	5,869,483.28	6,198,442.55	6,251,722.93	5,451,341.75				5,610,323.94	5,610,323.94	(0.00)	
27 RECEIPTS																				
30 Principal Appointment	0	240,240.45	240,240.45	432,432.81	432,432.81	432,432.81	432,432.81	432,432.81	432,432.81	432,432.81	432,432.81	432,432.81	432,432.81	471.89	(471.89)	0.00	4,804,809.00	4,804,809.00	(0.00)	
35 Priority/Stand	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	442.50	(442.50)	0.00	1,267,817.00	1,267,817.00	0.00	
37 Education Provider Account	0	0.00	0.00	316,954.25	0.00	0.00	432,970.98	66,868.78	0.00	0.00	222,307.90	31,468.05	79,028.74	0.00	0.00	0.00	832,642.00	832,642.00	0.00	
40 Property/Tax	(0.45)	(0.45)	0.00	0.00	0.00	0.00	432,970.98	66,868.78	0.00	0.00	222,307.90	31,468.05	79,028.74	0.00	0.00	0.00	832,642.00	832,642.00	0.00	
50 Miscellaneous Funds	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(203.16)	659,919.63	1,187.53	(1,186.33)	0.00	1,537,256.94	1,537,256.94	(0.00)	
60 Federal Revenue	0.00	141,128.77	141,128.77	131,222.41	140,789.27	67,872.43	73,308.65	124,379.02	59,746.16	0.00	127,421.58	(203.16)	659,919.63	1,187.53	(1,186.33)	0.00	1,537,256.94	1,537,256.94	(0.00)	
62 Other/State Revenue	0.00	0.00	54.05	19,804.05	22,611.38	165,565.84	127,012.46	143,724.24	26,042.38	53,027.51	144,106.19	94,112.89	272,868.47	125,804.25	(182,721.91)	0.00	1,014,012.00	1,014,012.00	(0.00)	
64 Other/Local Revenue	1,963.20	19,847.59	19,847.59	14,632.24	4,912.89	1,304.68	13,632.81	20,280.34	46,848.20	16,091.90	28,872.00	3,965.81	20,697.84	14,005.11	(14,872.83)	0.00	163,117.00	163,117.00	0.00	
66 Interfund Transfer	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
68 Other/Financial Sources	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
100 TOTAL RECEIPTS		254,756.16	401,268.87	886,791.28	600,746.15	666,972.85	1,396,311.77	787,685.19	567,168.56	818,506.47	955,140.48	561,776.59	1,771,788.74	141,911.28	(198,505.48)	0.00	9,610,323.94	9,610,323.94	(0.00)	
107 DISBURSEMENTS																				
110 Certified Salaries	199,404.83	222,814.29	247,432.73	236,812.74	243,880.09	234,679.41	229,711.15	241,706.93	238,377.29	236,294.90	343,798.32	343,798.32	343,798.32	0.00	0.00	0.00	3,021,311.00	3,021,311.00	0.00	
120 Classified Salaries	110,890.88	107,332.26	102,531.85	107,332.26	103,006.90	100,634.46	101,256.91	98,286.44	98,286.44	100,548.62	108,696.77	107,654.77	107,654.77	30,405.11	(28,763.13)	0.00	1,224,477.00	1,224,477.00	0.00	
130 Employee Benefits	131,661.93	159,574.21	169,168.96	169,168.96	168,013.58	165,589.75	164,819.82	165,820.05	165,469.12	178,831.83	378,784.84	378,784.84	378,784.84	0.00	0.00	0.00	2,394,380.00	2,394,380.00	0.00	
140 Services and Supplies	11,721.52	31,964.84	105,217.30	17,663.45	18,586.32	12,386.74	2,690.18	6,525.49	20,055.12	29,138.36	282,821.60	282,821.60	48,591.97	0.00	0.00	0.00	839,475.04	839,475.04	0.00	
142 Books and Supplies	96,403.44	72,882.44	11,568.43	47,533.58	24,878.25	18,156.54	26,612.19	13,211.48	43,178.12	39,705.97	251,581.29	276,571.38	48,591.97	0.00	0.00	0.00	697,293.00	697,293.00	0.00	
150 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	418,450.00	418,450.00	0.00	
160 Other/Outlay	1,193.89	22,481.99	957.47	40,022.06	957.47	957.47	957.47	22,864.31	2,741.46	85,801.57	(2,489.27)	0.00	0.00	0.00	0.00	0.00	176,446.00	176,446.00	0.00	
170 Interfund Transfer Out	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
180 Other/Financial Outlays	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
186 TOTAL DISBURSEMENTS		524,752.51	620,208.61	636,988.70	620,333.04	559,322.61	650,516.91	525,847.52	672,166.45	668,980.67	847,005.94	1,371,584.22	1,386,358.30	93,386.67	(120,650.11)	0.00	8,965,832.05	8,965,832.04	0.01	
BALANCE SHEET TRANSACTIONS																				
Assets																				
187 Cash Not in Treasury	37,658.92	0.00	0.00	36,158.92	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(35,158.92)	0.00	37,658.92	37,658.92	0.00
190 Accounts Receivable	202,181.86	0.00	0.00	0.00	(4,231.14)	(1,430.07)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	151,811.28	151,811.28	0.00	
191 Accounts Receivable Clearing	1,016,379.49	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(1,016,379.49)	1,016,379.49	0.00	
195 Due From Other Funds	1,577.49	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,577.49	1,577.49	0.00
196 Stores	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
197 Prepaid Expenditures	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
198 Other Current Assets	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
199 SUBTOTAL ASSETS	1,257,797.76	0.00	0.00	36,158.92	(4,231.14)	(1,430.07)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(35,158.92)	1,212,079.74	1,212,079.74	0.00	
Liabilities																				
200 Accounts Payable	185,892.19	72,582.87	(1,587.47)	(18,781.93)	(6,349.14)	10,356.84	(15,627.74)	2,810.94	13,940.70	(19,443.46)	(5,145.84)	(3,426.45)	(37,787.63)	(83,386.67)	120,650.11	0.00	12,771.13	182,871.06	182,871.06	
201 Accounts Payable Clearing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	540,783.07	540,783.07	
205 Due To Other Funds	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
198 TRANS & Other Loans	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
207 Deferred Revenues	121,500.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	121,500.56	121,500.56	
208 SUBTOTAL LIABILITIES	657,875.82	72,582.87	(1,587.47)	(18,781.93)	(6,349.14)	10,356.84	(15,627.74)	2,810.94	13,940.70	(19,443.46)	(5,145.84)	(3,426.45)	(37,787.63)	(83,386.67)	120,650.11	0.00	12,771.13	845,104.59	845,104.59	
Non-operating																				
209 Suspense Clearing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
210 Beginning Balance Adjustment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
220 TOTAL BALANCE SHEET TRANSACTIONS	399,921.94	(72,582.87)	1,587.47	53,940.85	2,118.00	(11,795.51)	15,627.74	(2,810.94)	(13,940.70)	19,443.46	5,145.84	3,426.45	2,842.34	(524,122.03)	550,646.56	0.00	35,370.26	364,551.68	364,551.68	
230 NET INCREASE /DECREASE	(342,589.22)	(217,552.28)	303,733.43	(17,469.89)	95,866.33	761,457.60	259,026.73	(118,937.59)	298,959.26	113,280.38	(800,361.18)	378,072.78	(475,596.42)	471,791.21	0.00	0.00	879,862.15	864,441.90	0.01	
240 ENDING CASH	4,803,157.95	4,585,605.67	4,889,539.10	4,872,070.22	4,867,936.55	5,729,354.14	5,988,420.88	5,869,483.28	6,138,442.55	6,251,722.93	5,451,341.75	5,829,414.53	(475,596.42)				5,829,414.53	5,829,414.53	0.00	
ENDING CASH PLUS ACCRUALS ADJS																				
																		582,600.00		

5. **ADMINISTRATIVE: Action items:**

5.5 Approval of the Federal Addendum

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Tipton Elementary School District

CDS Code:

54 72215 6054431

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Tipton Elementary School District has allocated its federal budget so that the majority of the cost supports the employment of staff. The purpose of the extra support staff is to provide and enhance our students with extra resources and supplemental materials which include intervention, small group instruction as well as support for new immigrant arrivals and English language learners. Our resource teacher provides support in curriculum and instruction and assessment for both teachers and students. The resource teacher helps lead academic intervention for struggling and disadvantaged students. The resource teacher in conjunction with the principal developed a professional development plan aligned to student and teacher needs. In order to engage and support our community and parent stakeholders and provide the necessary support needed the district hired a parent liaison to facilitate parent education and to increase parent engagement in our school community.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The goal of the LCAP and Federal Addendum is to support and provide academic support, high quality instruction and support intervention for our disadvantaged, English Learners and unduplicated students. Both state and federal plans include actions to provide supplemental materials and access to technology and technology based programs in order to differentiate instruction. We are utilizing both state and federal funding to support our parents with access to trainings and social opportunities to become more comfortable and involved in the school process.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In 2018-2019 TESD conducted a thorough data collection and analysis process. Through the analysis of state and local assessments it was determined that EL 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 intervention along with computer based programs to assist with differentiated instruction would be the best strategy to support this identified sub group. This includes support from instructional aides who deliver intervention and language support. We have shared these findings with our stakeholders which include School Site Council, parent advisory council, staff and the leadership cohort. After examining teacher and class data the following has been determined: Low-income, minority students are not taught disproportionately by ineffective, inexperienced or out-of-field teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our parent and family involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, the English Learner Advisory Committee and the School Site Council. Through discussion and sharing of common ideas and goals it was agreed on. The family engagement policy is distributed to parents and family members of participating children in the registration packets to each student or upon enrollment of all new students. The LEA will provide assistance to parents of children served by the school or local educational agency regarding how to monitor a child's progress and work with educators to improve the achievement of their children by explaining test results at SSC/ELAC meetings and at meetings held by our parent liaison. Teachers explain to parents how to monitor progress by the use of our local aeries portal. Parents have access to log in and view grades and test scores for CAASPP/ELPAC at any time. Teachers also have parent nights discussing a wide variety of topics that will assist parents and their children. Teachers also meet with parents twice a year at parent teacher conferences to discuss each students progress as well as meeting with families at our annual back to school night and open house each school year. Parent conference attendance is high and monitored for any trends of low attendance among individual teachers. All parent communication and notifications are provided in both English and Spanish. Through the help and work of our parent liaison TESD is able to coordinate and integrate parent involvement programs and activities that support parents and students. The goal is to connect parents to a variety of resources and to to understand how important their roll is with their child's education. The parent liaison provides out reach to parents that connect the community and school together and create a welcoming environment. Through discussion at monthly parent meetings the parent liaison is able to develop a plan that best meets the needs of parents based on surveys and discussion. The parent liaison provides training's for parents that address a variety of topics. Feed back is also taken at SSC/ELAC meetings to hear concerns or ideas parent have and ways in which the school can help and support parents and their children. The LEA will provide reasonable support for parental involvement activities as parents may request by working with the parent liaison or social worker to set up additional support. The LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand by having small group parent meetings with translators that can explain the data. Visual reports are shown and discussed with parents that make it easier to understand. TESD has translators and hearing assistance devices to help parents who may need additional services. TESD would also provide a sign-language interpreter if needed. TESD accommodates all of it's families and special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. The school also makes home visits when necessary to help and assist students and families when needed. TESD provides opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption. The school provides independent work for all students when needing to leave for more than 3 days. Students are encouraged to come once a week to receive additional tutoring services if available. The school supports and communicates with families about how to help serve the children and to provide additional support if necessary upon their return. TESD works collaboratively with parents and families to develop, review, and monitor the parent engagement policy. Parents, students, teachers complete a school compact annually at the beginning of each school year. TESD is dedicated to providing a quality education for every student in our district. To accomplish this objective, we will develop and maintain partnerships with parents and community members. Each student will benefit from supportive, active involvement of all stakeholders. A positive link between home and school will create the most conducive learning condition for every child. These open communication lines will expand and enhance learning opportunities for all stakeholders.

Tipton Elementary School believes in the importance of good communication between the home and the school in building a successful learning environment for all students. It is our desire to provide multiple opportunities for parents, students and school staff to establish strong, meaningful and lasting connections. Our Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, the English Learner Advisory Committee and the School Site Council.

PART I. SCHOOL PARENTAL INVOLVEMENT POLICY

Tipton Elementary School has involved the parents of participating students in the joint development and agreement of its School Parent Involvement Policy and its school wide plan, in an organized, ongoing, and timely manner:

- Tipton Elementary School holds regular English Learners Advisory Committee (ELAC), and School Site Council (SSC) meetings to plan for the improvement of the Title I program.
- After annual elections are done for ELAC and SSC, a review of the meeting times and dates are then considered to accommodate participants' work schedules.

- The Parent Involvement Policy is distributed in the registration packets to each student or upon enrollment of all new students.
- The Parent Involvement Policy will be made available to local community agencies that request a copy.
- During the Fall semester of every school year, the school will collaborate with parent groups to review and update the parent involvement policy to reflect the changes in school culture and Program Improvement status.

- Tipton Elementary School will convene an annual meeting to inform parents of the following:
 - That their child's school participates in Title I;
 - About the requirements and rights to be involved in Title I;
 - About the resources provided through their school's participation in Title I; and
 - The use of Teleparent, and letters home to inform parents of time/place of the annual Title I meeting.
- Tipton Elementary School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- Tipton Elementary School will provide opportunities for parents to make suggestions and to participate in decisions relating to their child's education, (i.e. School Site Council membership, ELAC membership, and parent surveys)
- Tipton Elementary School will submit any parent comments if the school wide plan is not satisfactory to parents of participating children:
 - SSC will review such comments and consider ways to resolve the disputed sections of the school plan.

PART II. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Tipton Elementary School will jointly develop and incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- The parent compact is disseminated to returning students in the registration packet issued in August and given to new students at the beginning of the school year in their enrollment packets.
- Signed compacts are collected and filed annually.

Tipton Elementary School will provide a supportive and effective learning environment with high standards of conduct for all students.

- Tipton Elementary School will provide student-centered instruction based on California State Standards, the district curriculum, and research-based methodologies to address all learning styles and modalities.
- Tipton Elementary School staff will maintain regular communication with parents about their student's academic progress and the school's behavior expectations; frequent progress reports are sent to parents.
- Tipton Elementary School will provide parents with reasonable access to staff through formal parent/teacher conferences and classroom observations, as well as opportunities to volunteer on the school campus.

Tipton Elementary School parents will ensure that their child attends school on time every day prepared to learn and has appropriate sleep, nutrition, clothing and school supplies.

- Tipton Elementary School parents will monitor homework completion and collaborate with teachers, and school staff in decisions relating to their child's education.
- Tipton Elementary School parents will set positive behavior and attire expectations and reinforce school policies about respecting people and property.

Tipton Elementary students will take responsibility for their learning by coming to class on time and in full disposition to learn, behave and cooperate with their teachers and peers.

- Tipton Elementary students will maximize opportunities to understand the subject area material, using strategies that best support their learning style and completing and returning their assignments on time.
- Tipton Elementary students will dress appropriately and behave responsibly by respecting the personal rights and property of themselves and others.

PART III. BUILDING CAPACITY FOR INVOLVEMENT

Tipton Elementary, under the Title I mandate, is committed to building parent involvement to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities:

- Tipton Elementary will provide formal parent conferences twice a year. At these meetings parents are provided with information regarding their child's progress towards proficiency in the state academic achievement standards.
- Tipton Elementary will provide information on student mastery of the state content standards through student progress reports, report cards, state and local assessment results, and work samples.
- Tipton Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as Back to School Night; SSC and ELAC meetings; Parent-Teacher Conferences; Open House; district-sponsored workshops (which include communication techniques, parenting skills, literacy and math training), informational flyers and pamphlets, and using technology, as appropriate, to foster parental involvement.
- Tipton Elementary shall present professional development to the entire staff on developing effective communication between staff and parents in order to promote an equal partnership between the home and school.
- Tipton Elementary shall conduct parent involvement activities and parent education workshops to encourage and support parents' participation in the education of their children.
- Tipton Elementary will, to the extent feasible and appropriate, disseminate information related to the school and parent programs, meetings, and other activities, in an understandable format, and in a language the parents can understand.
- All school information is sent home via student, standard mail or the school's phone master system.
- Tipton Elementary will provide support for parental involvement activities as requested by parent surveys.

PART IV. ACCESSIBILITY

Tipton Elementary will provide opportunities for participation by parents with limited English proficiency, parents with disabilities, and parents of migrant and homeless students.

This includes providing information and school reports in a format, and when possible, in a language such parents understand.

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD is a schoolwide Title I school. TESSD has one Instructional Resource Teacher to support differentiation, intervention, and targeted support. In addition to the Instructional Resource Teacher, the school employs several instructional aides that support small group instruction within the classrooms. The specific intervention programs are monitored through progress monitoring of each student. Data review and analysis is done to ensure student learning needs are being met and are designed to best support student learning. In order to ensure alignment of the Federal Addendum and the LCAP goals, initial School Site Council discussion includes LCAP goals and actions along with discussion of the school dashboard data. The School Site Council looks closely at prior year's action effectiveness with a careful eye to ensure they are looking at outcomes rather than simply good intentions of actions and programs. Using this critical eye, data analysis of both state and local academic data outcomes, reflection and input on specific actions, and stakeholder input is taken into account. The SSC then develops newly planned actions (or modifies or continues prior actions) and documents them. The LCAP and Federal Addendum are taken the school Board for approval each year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD provides additional support for homeless children and youths through our local parent liaison and social worker who assist with the coordination of services and resources for qualified families. This includes but is not limited to providing resources for housing, food, clothing, medical/dental, employment, transportation and counseling programs that are available to assist with a variety of needs. These counseling programs include support for victims of domestic violence, and or sexual abuse and addiction. The district provides an after school program that gives priority enrollment to homeless children and youth. The district provides support and guidance through the help of the social worker and parent liaison with enrolling homeless children and youth and ensuring their emotional and academic success along with supporting families with children who have attendance issues.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD works in conjunction with the local high school through administrator and teacher articulation meetings held four times a year. Our district hosts high school orientation and registration opportunities for our matriculating families. We connect students to the high school district through a variety activities including attending sporting events and assemblies, as well as visiting high school classrooms to preview future educational opportunities that may be available to them.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD has allocated Title I funds for the following: certificated salaries and benefits for tutoring, parent liaison, social worker, special friends aide, services (web based programs) professional development, materials and supplies, Resource and Music teacher salaries and benefits and classified salaries and benefits.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

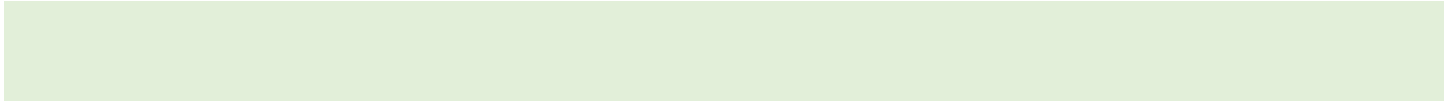
Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

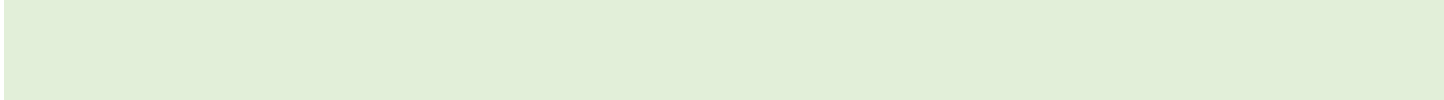


Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

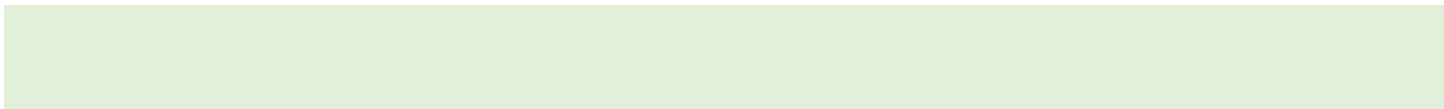


Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

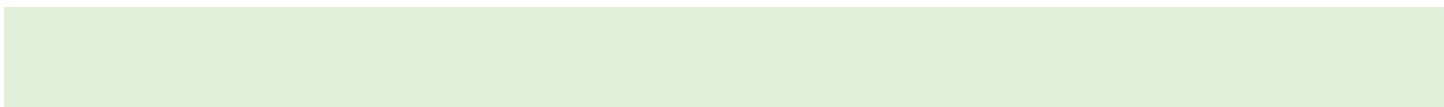


Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:



TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district participates in induction programs for new teachers. Principals have participated in leadership academies, curriculum and instruction along with a variety of professional development at our local county office of education. The superintendent participates in small schools superintendent meetings as well as superintendent leadership meetings. Teachers participate in a variety of professional development opportunities based on the needs of their students and grade level teams. A local resource teacher helps to provide guidance and support in areas where teachers feel they need additional help. Through leadership meetings teachers and staff evaluate current conditions and data and make determinations for the best next steps.

TESD provides professional growth and improvement by working with the Tulare County Office of Education's resource support division and their consultants. In the past we have focused our professional development around literacy and differentiated instruction. Through this work we have implemented guided reading, writing workshop, developmental reading assessment, accelerated reader and the STAR assessment platform. Moving forward the district's focus will shift to address the identified achievement gaps of EL learners in mathematics.

TESD's resource teacher will provide support to students and teachers by providing curriculum support, demonstrations, data analysis and student intervention. The resource teacher will also be an important member of the districts improvement cohort which is focused on closing the achievement gap explained above.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Tipton Elementary School District is a single school district and all Title II funds will be used to support students, teachers and paraprofessionals in closing the achievement gap. Through quarterly site council, parent advisory and staff leadership meetings this plan has been developed to best meet the needs of all stakeholders. Our goal is to increase student achievement at a steady and consistent rate.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The TESD collects and analyzes assessment data from both state and local sources. This includes CAASPP, CAST, CAA, and local assessments STAR reading and math, DRA and writing. Teachers collaborate around student and grade level needs and the district leads assessment analysis tasks throughout the year. During these meetings teachers identify strengths and weaknesses and report out their findings. Our paraprofessionals work to support student needs that have been identified through the data analysis process by providing small group and intervention individual support. In consultation with teachers, parents and staff the district has determined that teachers and student support in closing recognized achievement gaps is our highest priority. Through quarterly site council, parent advisory and staff leadership meetings this plan has been developed to best meet the needs of all stakeholders. Our goal is to increase student achievement at a steady and consistent rate.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD provides curriculum support and development, the creation and implementation of professional development plans, and on going data analysis and necessary adjustments through the support of the resource teacher. We have identified an achievement gap for English Learners in math. In order to address this need the resource teacher along with an advisory cohort has developed a plan to include the following in order to assist English Learners in math. More effective vertical alignment, vocabulary development, number talks, problem solving and three read protocol will be the professional development focus for 2019-2020 and beyond.

Our instructional aide and resource teacher along with our teachers receive professional development on ELPAC and trainings that assist students with meeting the ELD standards. Additional trainings are provided to the resource teacher in the ELD comment of the core curriculum program. The resource teacher will provide in class support for the implementation of integrated ELD practices.

One Instructional aide is designated to provide small group and individual support for new comers and emerging learners who need more intensive language support in thinking, listening, speaking, reading, writing and math based on language proficiency levels. This is support for comers with small group intervention in reading and language development. The district will provide after school opportunities for immigrant students along with a summer school enrichment program. These enrichment opportunities give English Learners multiple changes to interact with other students in meaningful ways, learn how English works, and practice using foundational literacy skills.

EL students have access to computer-based programs that provide oral and written direction in primary language while instructing and building English skills. These programs include Lexia, Rosetta Stone and Accelerated Reader.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district will provide after school opportunities for immigrant students along with a summer school enrichment program. Immigrant students have access to computer based programs that provide direction in primary language while instructing and building English skills. These programs include Lexia, Rosetta Stone and Accelerated Reader. A district paraprofessional is designated to provide small group and individual support for new arrivals and recent arrivals who need more intensive language support in all subject areas. This paraprofessional provides parent outreach and communication to ensure that families and students are being effectively served and supported. Referrals to other support services including social work, school nurse, or parent liaison can be made if necessary.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funds from Title III will be used to supplement services beyond that of base and LCAP funds to specifically focus on the needs of English Learners. While core materials and classroom teachers are required for student instruction, the additional staff and services provided with Title III funds provide an extra layer of support to teachers and parents of English Learners and direct services to students with the goal of accelerated language acquisition and increased student achievement.

Through on going data analysis and consultation with school leadership and stakeholders including parents, we have identified the need to provide more support for EL students, especially in math. With guidance from administration the resource teacher has implemented the research based programs; guided reading, Reading Mastery and Language for Learning to provide language and reading support for EL students who are under achieving. Students who have been identified as having a greater need may be deployed throughout the day to receive individual differentiated instruction based on their language and academic need.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Subgrant funds will largely be used to provide personnel at the district to support and guide administrators and instructional staff in the implementation of a continuous improvement cycle focused on English Language Development and Content Achievement through Designated and Integrated ELD and use of data to guide instruction. TESD has consistently outscored the state average on both CELDT and now ELPAC achievement. We review and discuss these results with all stakeholders in a variety of formats throughout the year. We believe our strong core program meets the needs of most EL students. We will continue to diligently examine state level data to ensure that our students are meeting state achievement expectations for EL students. The TESD staff administers DRA and STAR reading and math assessments throughout the year. These results are disaggregated and discussed in grade level teams. As part of ELPAC accountability the district annually analyzes and tracks the reclassification rate of EL students. Based on this process we are able to determine if our EL students are making adequate growth and if instructional changes need to be implemented.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD is committed to provide a well-rounded education with effective technology. The title IV funds will be utilized to purchase the devices necessary to provide high quality web based curriculum, instruction and intervention along with a music teacher and supplies needed. In addition to these classroom needs our elective course work related to journalism, game design, STEM, agriculture, typing, speech, music and design all rely on high quality technology. This entitlement will assist us with the purchase of necessary supplies needed to continue the implementation of these programs.

The objectives and intended outcomes of the aforementioned activities are to give all students access to core curriculum, prepare students with career skills, and engage students in the learning environment. TESD will evaluate the effectiveness by trimester by analyzing district benchmark results, measuring community involvement during family engagement nights, and analyzing monthly chronic absenteeism reports.

5. ADMINISTRATIVE: Action items:

5.6 Agreement Plus ONE Leadership for 2022-2023 Professional Development

STATEMENT OF WORK (SOW)

Date: 4/22/2022
Services Performed By: PlusONE Leadership
Services Performed For: Tipton School District

AGREEMENTS

Client will:

- Handle all communication to participants regarding training
- Schedule all attendance at trainings.
- Ensure that all participants in the training will not share or use the copyrighted videos, or recordings of the sessions / session materials, with anyone who is not participating in the training on the outlined dates within this SOW.
- Encourage participants to submit the End of Service Feedback Form to PlusONE Leadership.
- Print and have ready all materials for In-person sessions
- Participate in planning conversations

PlusONE Leadership will:

- Provide a virtual platform for connecting (Zoom links - depending upon size of the participating group) for the remote portion of the contract
- Provide all content and/or materials for contract, including required pre-work and post-sessions evaluations.
- Facilitate all sessions
- Prepare for all coaching sessions
- Communicate with client throughout the contract to ensure client satisfaction with sessions
- Participate in planning conversations





DATES FOR SERVICE(S):

Full Day: August 3, 2022

Remote Sessions with Staff: TBD during 22-23

Implementation Coaching: Monthly during 22-23

SERVICES AND COSTS

Service	Total Cost
Planning Meetings	Included
Preparation	Included
Create and facilitate a full day all staff training based on Dare to Lead™/ Travel and Lodging included	\$5,000
Facilitate 3 2- hour remote sessions for teaching staff	\$3,000
Coaching Support for Site Leadership: 1x per month/10 months (and on call)	\$3,000
Total Cost of All Services & Travel	\$ 11,000





ACCEPTANCE OF STATEMENT OF WORK (SOW)

The total value for the Services & Travel pursuant to this SOW shall not exceed \$ 11,000 unless otherwise agreed to by both parties. Please refer to the "Services and Costs" section of the statement of work for a detailed outline of costs.

Client will ensure that all participants in the training will not share or use the copyrighted videos, or recordings of the sessions / session materials, with anyone who is not participating in the training on the outlined dates within this SOW.

Client will be invoiced for the services upon completion of contract and shall be billed full cost for any services canceled with less than two-weeks notice. Payment is due upon receipt of invoice.

All invoices shall be sent to the following client contact:

Name: Desiree Heinks
Email Address: dheinks@tipton.k12.ca.us
Phone Number: (559) 752-4213

All checks shall be made payable to: Mickey Porter

All payments should be mailed to: PlusONE Leadership, Attn: Mickey Porter, PO Box 908, Bodega Bay, CA 94923

IN WITNESS WHEREOF, the parties hereto have caused this SOW to be effective as of the day, month, and year first written on the first page of this statement of work.

Mickey Porter (handwritten signature)

Dr. Cherie Solian (handwritten signature)

Name: Mickey Porter
Agency: PlusONE Leadership
Title: Creator / CEO

Name: Dr. Cherie Solian
Agency: Tipton Elementary
Title: Principal



5. ADMINISTRATIVE: Action items:

5.7 Software User Agreement Between Tulare County Superintendent of Schools and Tipton Elementary School District

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
County
Superintendent
of Schools

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

Tulare County Superintendent of Schools Overview of School Safety Software Program

The Tulare County Superintendent of Schools (“TCOE”) is pleased to announce that its School Safety Software Program (the “Safety Program”) is now available to local school districts and other schools within Tulare County. To participate in the Safety Program, each school or district will need to read and return signed copies of a license agreement with the TCOE for use of the Safety Program (the “Software User Agreement”), and separate sublicense agreements with the Tulare County Sheriff’s Office and each local and county safety agency (other than the Sheriff’s Office) that will be providing emergency services to the school or district as part of the Safety Program (the “Sublicense Agreements”).

This cover sheet provides a brief overview of the Safety Program and discusses the Software User Agreement and Sublicense Agreements that each school or district will need to execute and return to the TCOE.

Overview of Safety Program

The Safety Program is a digital software application developed by the TCOE as a tool to assist safety agencies, including, law enforcement, fire departments, and emergency medical service personnel (each a “Safety Agency” and collectively the “Safety Agencies”) in responding to emergencies, including, but not limited to school shootings, riots, and natural disasters, occurring at or affecting a school campus or campuses. In the event of an emergency, participating Safety Agencies will have access to certain school and district information including, but not limited to school site floor plans, staff photographs and identification information, drone photography of specific campus locations, and video surveillance of specific campus locations, where such access would assist the Safety Agencies in responding to immediate and serious threats to safety on campus.

We strongly encourage each school or district wishing to participate in the Safety Program to read the Software User Agreement and attached Sublicense Agreements in full and review their terms with its legal counsel.

1. Software User Agreement with TCOE

Each school or district wishing to participate in the Safety Program must first read and sign the Software User Agreement attached to this cover sheet. Once executed, the Software User Agreement grants the school or district a license to access the Safety Program and authorizes the school or district to enter into separate Sublicense Agreements with the Sheriff’s Office and other Safety Agencies participating in the Safety Program.

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
County
Superintendent
of Schools

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

2. Sublicense Agreements

Please note that the school or district must use two separate Sublicense Agreements (both attached to the Software User Agreement at Exhibit D)—one for use with each local Safety Agency, such as the Tulare City Police Department and the Tulare City Fire Department, *and a separate Sublicense Agreement for use with the Tulare County Sheriff's Office.*

A. Sublicense Agreement with Local Safety Agencies (other than Sheriff's Office)

The Safety Agency Sublicense Agreement (attached to the Software User Agreement as Exhibit D-1) incorporates a set of “necessary terms” required by the TCOE for participation in the Safety Program. While the school or district and relevant Safety Agencies can incorporate additional terms into the Safety Agency Sublicense Agreement, the “necessary terms” *must* be included in every Safety Agency Sublicense Agreement and cannot be modified without the prior written consent of TCOE.

B. Sheriff's Office Sublicense Agreement

Because the Sheriff's Office provides Countywide services, it requires that each school or district execute a separate Sheriff's Office Sublicense Agreement (attached to the Software User Agreement as Exhibit D-2.) Unlike the Safety Agency Sublicense Agreement, the Sheriff's Office Sublicense Agreement is intended to be used “as-is” in its entirety, meaning that no terms or conditions may be modified, added, or removed. Additionally, while TCOE is not a signing party to the local Safety Agency Sublicense Agreement, TCOE is a party to the Sheriff's Office Sublicense Agreement.

The Sheriff's Office Sublicense Agreement includes a mutual indemnification provision that makes each party responsible for the actions of its employees and agents. Likewise, each party must be self-insured or maintain an insurance policy with sufficient coverage and limits to cover claims arising out of the Sheriff's Office Sublicense Agreement.

As noted above, we strongly encourage each school or district to review and discuss the Software User Agreement and Sublicense Agreements with their legal counsel.

**SOFTWARE USER AGREEMENT
BETWEEN
TULARE COUNTY SUPERINTENDENT OF SCHOOLS
AND
TIPTON ELEMENTARY SCHOOL DISTRICT**

This Software User Agreement (“Agreement”) is entered into effective as of July 1, 2022 (“Effective Date”) by and between the Tulare County Superintendent of Schools (“TCOE”) and Tipton Elementary School District, a California public school district (“District”). TCOE and District may be referred to individually as “Party” and collectively as “Parties” in this Agreement.

RECITALS

A. **WHEREAS**, TCOE has developed and is the exclusive owner of all rights, title, and interest in and to certain proprietary software, referred to herein as the “School Safety Software Program,” which is more fully described in **Exhibit A**; and,

B. **WHEREAS**, the School Safety Software Program is designed to promote cooperation between participating school districts and participating law enforcement agencies, fire departments, and emergency personnel (“Safety Agency” or “Agency”) during emergencies on school campuses with the ultimate goal of protecting students, employees, and community members; and,

C. **WHEREAS**, the School Safety Software Program allows designated Safety Agencies to access certain District information as set forth in **Exhibit A** attached hereto, including, but not limited to school site floor plans, District staff photographs and identification information, drone photography of specific campus locations, and video surveillance of specific campus locations, in limited circumstances, where such access would assist the Safety Agencies in responding to immediate and serious threats to safety on campus; and,

D. **WHEREAS**, the School Safety Software Program is intended to benefit the safety of the community at large, while protecting student privacy in compliance with State and Federal law regarding confidential student information; and,

E. **WHEREAS**, the District is interested in implementing and utilizing the School Safety Software Program at each of the District’s school sites; and,

F. **WHEREAS**, TCOE wishes to grant the District a license to use the School Safety Software Program in accordance with the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the mutual representations, warranties and agreements contained herein, the Parties hereto agree as follows:

AGREEMENT

1. License. Subject to the terms and conditions of this Agreement, TCOE hereby grants, and the District hereby accepts, a nonexclusive, non-transferable (except as permitted in Section 4 below) license to use the School Safety Software Program (“License”).

2. Services.

(a) Installation. TCOE shall install or assist District and Safety Agencies with the installation of the School Safety Software Program.

(b) Training. As set forth in **Exhibit B**, TCOE shall provide District and Safety Agency personnel with a set number of training hours, which may be delivered in various formats, including, but not limited to online, in-person, or via pre-recorded videos and written materials. Training sessions shall be scheduled and coordinated by District, Safety Agency, and TCOE and shall be mandatory for all District and Safety Agency personnel who will operate and have access to the School Safety Software Program.

(c) Maintenance and Support. TCOE shall provide District and Safety Agencies with maintenance and support services for the School Safety Software Program as outlined in **Exhibit B**.

(d) New Releases and Updates. TCOE shall furnish District and Safety Agencies with all new software releases and updates during the term of the Agreement.

3. Fees and Payment. In consideration for the License granted under this Agreement and the maintenance and support services provided by TCOE as set forth in **Exhibit B**, the District shall pay fees to TCOE in the amount and frequency set forth in **Exhibit C** (“Fees”). Fees shall include a License Fee and Setup Fee as set forth in **Exhibit C**. District shall pay all Fees within 45 days of District’s receipt of an invoice from TCOE.

4. Rights to Sublicense. The District shall have the right to grant Safety Agencies willing to partner with the District a sublicense to use the School Safety Software Program (“Sublicense”) for the purposes set forth in this Agreement. A template Sublicense Agreement is attached hereto as **Exhibit D**. Any Sublicense shall include, at a minimum, the terms and conditions identified as “Necessary Terms” in **Exhibit D**, and such terms shall not be modified, altered, changed, or removed without the prior written consent of TCOE. Any Sublicense which does not comply with this Section 4 shall immediately be voidable by TCOE.

5. Term, Termination, and Survival.

(a) Term. The term of this Agreement shall be effective for the full school year, commencing July 1, 2022 and ending June 30, 2023 (“Term”), unless earlier terminated by either Party. The Agreement may be renewed for up to four (4) additional one (1) year terms by mutual written agreement of the Parties.

(b) Termination.

(i) If District fails to pay the Fees as specified in **Exhibit C**, the License granted herein to District shall immediately terminate.

(ii) Either Party shall be entitled to terminate this Agreement and the License granted herein by giving the other Party thirty (30) days advance written notice of termination. Any Fees pre-paid by the District shall be pro-rated and refunded to the District within 45 days of the date of termination.

(iii) In the event a participating Safety Agency terminates its Sublicense with the District, such that the District can no longer benefit from the School Safety Software Program, the District shall have the option to terminate the Agreement and License granted herein by giving TCOE fifteen (15) days' written notice. Any Fees pre-paid by the District shall be pro-rated and refunded to the District within 45 days of the date of termination.

(iv) Upon termination of this Agreement pursuant to Subdivisions (i) – (iii) above, the District shall be responsible for taking all steps set forth in Subsection (c) below.

(c) Effects of Termination. Following any termination or cancellation of this Agreement: (i) District will, immediately upon TCOE's request, either destroy or return to TCOE (at District's expense) all copies of the School Safety Software Program, documentation, materials, and Proprietary Information, as defined in Section 6 below (collectively "the School Safety Software Program Records"); (ii) District will not be permitted to use or distribute the School Safety Software Program following termination; (iii) District's rights to sublicense the School Safety Software Program shall immediately cease; (iv) District shall immediately give notice to Safety Agencies that use of the School Safety Software Program must be suspended immediately and all the School Safety Software Program Records must be returned to District or destroyed; and (v) District shall provide written notice to TCOE within 30 days of the termination of this Agreement attesting that all the School Safety Software Program Records, including copies of the School Safety Software Program and other materials shared with Safety Agencies, have been destroyed or returned to TCOE. Template notice forms are attached hereto as **Exhibit E**.

(d) Survival. Sections 6, 8, 9, 10, 12, 13, and 22 of this Agreement shall survive the expiration and termination of this Agreement for any reason.

6. Proprietary Information and Intellectual Property.

(a) Proprietary Information. District understands and acknowledges that TCOE developed and owns certain intellectual property that TCOE used in the development of the School Safety Software Program, including but not limited to, source code, software tools or documentation, trade secrets, reports, memorandum, training manual and materials, data visualizations, files, input materials, output materials, software, and any other data or materials provided or made available to the District under this Agreement ("Proprietary Information"). In addition, TCOE shall own all other ideas, concepts, themes, documentation or other intellectual property or copyrightable material conceived, developed, created, written or contributed which improves, enhances, or directly impacts any Proprietary Information, excepting any public domain data or information. District further acknowledges and agrees that the rights of whatever nature in the Proprietary Information are and shall remain the property of TCOE, and nothing in

this Agreement shall be construed as assigning or transferring the ownership of any such rights to District, the Safety Agencies, or any third party.

(b) Ownership. Title to and ownership of the School Safety Software Program and all applicable proprietary rights including, but not limited to, rights in patents, copyrights, author's rights, trademarks, trade names, Proprietary Information, graphic design and design elements, know-how and identified trade secrets in the School Safety Software Program, shall remain at all times with TCOE, and subject to the License granted to District pursuant to this Agreement. District shall not reverse engineer, decompile or disable the School Safety Software Program or any portion thereof, nor otherwise attempt to create or derive the source code of the School Safety Software Program. Except for the rights set forth in this Agreement, no other right or license with respect to any intellectual property is granted under this Agreement.

(c) Know-How. District acknowledges that Know-How is and shall at all times be and remain the sole and exclusive property of TCOE, and District shall derive no rights, title or interest therein except as expressly set forth in this Agreement. "Know-How" means all technical and other information, or knowledge useful for the use or implementation of the School Safety Software Program that is necessary or convenient to use/implement the School Safety Software Program and which is not in the public domain, including without limitation, concepts, discoveries, data, designs, formulae, ideas, inventions, methods, models, assays, research plans, procedures, processes, designs for experiments and tests and results of experimentation and testing (including results of research and development), and process (including manufacturing processes, specification and techniques), and includes any rights including but not limited to patent, copyright, trade secret or non-disclosure agreements or design rights protecting any of the foregoing. The fact that an item is known to the public shall not be taken to exclude the possibility that a compilation including the item, or a development relating to the item, is or remains not known to the public.

7. Representations. Each Party represents and warrants that (i) it has the right and authority to enter into this Agreement and perform its obligations, covenants and promises hereunder, (ii) it is duly organized and validly existing and in good standing under the laws of the state of its incorporation or formation, (iii) the execution, delivery and performance of this Agreement has been duly authorized by all requisite corporate action, (iv) this Agreement constitutes the legal, valid and binding agreement of such Party, enforceable against it in accordance with its terms, and (v) it has obtained all authorization, approvals, consents or permits required to perform its obligations under this Agreement under all applicable law and regulation.

8. Confidentiality. If any third party requests copies of, or access to, the School Safety Software Program or Proprietary Information pursuant to the California Public Records Act or any other applicable law, District will provide notice to TCOE of such requests as soon as reasonably practicable.

9. Privacy. TCOE shall take all reasonable steps to protect student data, records, and information provided by District. The Parties acknowledge that information provided through the School Safety Software Program is not considered a student record under the Family Educational Rights and Privacy Act (FERPA) and any student information utilized with the

School Safety Software Program shall be limited to “directory information” as defined in Title 34 section 99.3 of the Code of Federal Regulations.

10. Limited Warranty.

(a) Software Warranty. TCOE warrants to District that the School Safety Software Program as delivered will materially comply with the published specifications by TCOE for the School Safety Software Program. TCOE’s obligations under this warranty are limited to providing District with properly operating versions of the School Safety Software Program. TCOE does not warrant that the operation of the School Safety Software Program will be uninterrupted or error-free. IN PARTICULAR, FOR PURPOSES OF THE FOREGOING WARRANTY, TCOE AND DISTRICT ACKNOWLEDGE THAT THE SCHOOL SAFETY SOFTWARE PROGRAM IS NOT AND CANNOT BE MADE 100% ACCURATE, AND THAT ANY ERRORS OR FAILURE TO PERFORM SHALL NOT BE DEEMED A BREACH OF SUCH WARRANTY.

(b) No Other Warranty. EXCEPT AS EXPRESSLY SET FORTH ABOVE, THE SCHOOL SAFETY SOFTWARE PROGRAM IS PROVIDED “AS IS” AND TCOE HEREBY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, WITH REGARD TO ALL TECHNOLOGY, THIRD PARTY AND OPEN SOURCE MATERIALS, SOFTWARE OR DERIVATIVE WORKS PROVIDED OR OTHERWISE LICENSED TO DISTRICT IN CONNECTION WITH THIS AGREEMENT, INCLUDING BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR USE AND NON-INFRINGEMENT. TCOE DOES NOT GUARANTEE THE SAFETY OF ANY STUDENTS, STAFF, PERSONNEL OF ANY SAFETY AGENCIES, OR ANY OTHER PERSON.

11. Limitation of Liability. EXCEPT WITH RESPECT TO BREACHES INVOLVING A PARTY’S NEGLIGENCE OR WILLFUL MISCONDUCT OR A PARTY’S INDEMNIFICATION OBLIGATIONS HEREUNDER, NO PARTY SHALL BE LIABLE FOR ANY INDIRECT, SPECIAL, CONSEQUENTIAL, EXEMPLARY OR PUNITIVE DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT, HOWEVER CAUSED AND UNDER ANY THEORY OF LIABILITY AND WHETHER OR NOT SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. FURTHERMORE, IN NO EVENT SHALL A PARTY’S LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT EXCEED THE TOTAL SUM OF FEES PAID BY DISTRICT PURSUANT TO THIS AGREEMENT.

12. Indemnity for Infringement. To the extent permitted by law, TCOE agrees to defend, indemnify and hold District harmless from patent or copyright infringement based upon the Proprietary Information in the form delivered to District under this Agreement, provided that (i) TCOE is given prompt written notice of and detailed information as to any such claim, suit or proceeding, and (ii) District agrees to cooperate and provide reasonable assistance in the defense and settlement of such claim. District shall not take any action that might prejudice TCOE’s legal position without TCOE having the option to participate in the defense of such claim, and District shall not settle any such claim or action without TCOE’s prior written consent. The foregoing represents the entire warranty by TCOE and the exclusive remedy of the District as to any claimed infringement arising out of or based upon the Proprietary Information used by

District. TCOE shall have no obligation under this Section 12 for or with respect to claims, actions, or demands alleging infringement that arise as a result of (a) modification of the Proprietary Information by District; (b) use of the Proprietary Information by District in material breach of the terms of this Agreement; and (c) continued allegedly infringing activity by District after District has been notified of the possible infringement. This Section 12 is further subject to the limitations of liability set forth in Section 11 above.

13. District Indemnification of TCOE. Except to the extent caused by the gross negligence or willful misconduct of TCOE or any person or entity under its explicit direction or control, District agrees to defend, indemnify and hold harmless TCOE and its directors, officers, Board of Education, employees and agents (collectively "TCOE") from and against any and all claims of any nature whatsoever arising out of, based upon, or resulting from: (i) the use of the School Safety Software Program or Proprietary Information by District or its directors, officers, employees or agents (collectively "District"), except for any claims of copyright infringement under Section 12 above or any claims alleging negligent errors and omissions or defects in the Proprietary Information; (ii) claims, damages, or liabilities arising out of the negligence or intentional misconduct of District arising from District's use of the School Safety Software Program; (iii) any liability, claims, or damages for death, bodily injury, injury to property, or any other loss arising from District's use of the School Safety Software Program, including but not limited to any death, bodily injury, injury to property, or any other loss to students or employees, staff, personnel, or agents; (iv) liability, claims, or damages arising from any breach of the representations, warranties or covenants contained herein by District; and (v) any claims, damages, or liability arising out of any non-authorized use and/or misuse of the School Safety Software Program by the District, including any use that is inconsistent with the terms of this Agreement and/or the School Safety Software Program Scope of Services set forth in **Exhibit A**.

14. Non-Authorized Use. District shall only use the School Safety Software Program in the event of an Emergency, as defined in **Exhibit A**, in the manner and for the purposes set forth in **Exhibit A**. District will take all reasonable steps to ensure that only authorized and trained District personnel use and have access to the School Safety Software Program. District acknowledges and understands that it is solely responsible for managing and monitoring its personnel's User accounts, as defined in **Exhibit A**, and that any unauthorized use shall make the License immediately voidable by TCOE. District shall be liable and responsible for any claims or damages arising out of non-authorized use and/or misuse of the School Safety Software Program as set forth in Section 13 above.

15. Insurance.

(a) Coverage Required. Before the commencement of this Agreement and during the Term of this Agreement, Licensee shall obtain and maintain, at its expense, with insurance companies acceptable to TCOE, the following insurance policies:

(i) Commercial general liability insurance for bodily injury, personal injury and property damage and including products and completed operation and non-owned and hired automobile coverage, with liability limits of not less than One Million Dollars (\$1,000,000.00) per occurrence, and Two Million Dollars (\$2,000,000.00) aggregate.

(ii) Automobile liability insurance for bodily injury, personal injury and property damage for vehicles owned, non-owned, or hired, with policy limits or not less than One Million Dollars (\$1,000,000.00) combined single limit.

(iii) Professional liability insurance with liability limits of not less than One Million Dollars (\$1,000,000.00) per occurrence, and Three Million Dollars (\$3,000,000.00) aggregate.

(b) Insurance Provisions.

(i) The policies described in Subsection (a) above shall: (i) name TCOE as an additional insured and be provided on an occurrence basis; (ii) state that such policy is primary, excess, and non-contributing with any other insurance carried by TCOE; (iii) state that the naming of an additional insured shall not negate any right the additional insured would have had as claimant under the policy if not so named; and (iv) state that not less than 30 days written notice shall be given to TCOE before the cancellation or reduction of coverage or amount of such policy.

(ii) A certificate issued by the carrier of the policies described in Subsection (a) above shall be delivered to TCOE prior to District's use of the School Safety Software Program. Each such certificate shall set forth the limits, coverage, and other provisions required under this Section. A renewal certificate for each of the policies described above shall be delivered to TCOE not less than thirty (30) days before the expiration of the term of such policy. Coverage shall be subject to TCOE's approval and shall carry a rating of A- or higher, unless otherwise agreed to in advance by TCOE, and insurance company shall be admitted and licensed in California to transact insurance coverage and issue policies.

(iii) The policy described in Subsection (a) above may be made part of a blanket policy of insurance so long as such blanket policy contains all of the provisions required in this Section and does not reduce the coverage, impair TCOE's rights under this Agreement, or negate or decrease District's obligations under this Agreement.

(iv) District agrees that if District does not take out and maintain such insurance as required by this Section, then TCOE may (but shall not be required to) procure said insurance on District's behalf and charge District the premiums, together with a 10% handling charge, payable upon demand.

(c) Worker's Compensation Insurance. District shall maintain full worker's compensation insurance coverage for no less than the statutory limits. This insurance shall be in strict accordance with the requirements of the most current and applicable State Worker's Compensation Insurance Laws. Such coverage shall remain in effect throughout the Term of this Agreement.

16. Entire Agreement. This Agreement, along with any exhibits attached and referenced in this Agreement, constitutes the final and complete understanding between the Parties and replaces and supersedes all previous oral or written agreements, understandings, or arrangements between the Parties with respect to the subject matter contained in this Agreement.

17. No Assignment. District may not assign this Agreement or transfer its obligations hereunder without the prior written consent of the TCOE.

18. Amendments, Waivers and Severability. Except as otherwise provided herein, this Agreement may be amended, and compliance with any provision of this Agreement may be omitted or waived, only by written agreement duly signed by both Parties. Any provision of this Agreement that is prohibited or unenforceable in any jurisdiction will not invalidate or render unenforceable the remaining provisions of this Agreement.

19. Relationship of the Parties. The Parties understand and agree that neither Party shall be considered an officer, employee, agent, partner, or joint venture of the other Party. This Agreement confers no rights upon any Party except those expressly granted herein.

20. Interpretation. This Agreement will be construed without regard to any presumption or rule requiring construction or interpretation against the Party drafting an instrument or causing any instrument to be drafted. The headings in this Agreement are for reference only and will not affect the interpretation of this Agreement.

21. Applicable Law and Venue. This Agreement shall be governed by and interpreted under the laws of the State of California applicable to instruments, persons, transactions and subject matter that have legal contacts and relationships exclusively within the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Tulare, subject to any motion for transfer of venue.

22. Dispute Resolution. Any and all disputes arising out of the interpretation or performance of this Agreement shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated below, each Party may pursue a remedy as entitled to them by law.

(a) The disputing Party shall provide written notice of the dispute to the other Party. Thereafter, TCOE's designee shall meet with the District's Superintendent or designee within thirty (30) days to attempt informal resolution of the dispute.

(b) If the Parties cannot reach a resolution pursuant to subsection (a) above, TCOE and the District shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by TCOE and District, and shall incorporate informal rules of evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless TCOE and District jointly agree to bind themselves.

23. Notices. Any notice, request, demand, approval, consent, instruction, or other communication to be given to any Party hereunder shall be delivered by personal service, regular mail, certified mail, overnight mail with proof of delivery, facsimile with proof of transmission, or by email provided receipt is acknowledged as follows:

If to District:

Tipton Elementary School District
Attn: Stacey Bettencourt, Superintendent/Principal
370 N. Evans Road, Tipton, CA 9327
sbettencourt@tipton.k12.ca.us

If to TCOE:

Tulare County Superintendent of Schools
Attention: Frank Silveira
7000 W. Doe Ave
Visalia, Ca 93291
frank.silveira@tcoe.org

With copy to:

Lozano Smith
Attention: Devon Lincoln
4 Lower Ragsdale
Monterey, CA 93940
Dlincoln@lozanosmith.com

Each Party shall give the other Party written notice within seven (7) of any change to the designee identified above.

24. Due Authority of Signatories. Each individual signing this Agreement on behalf of a Party represents and warrants that he or she has been duly authorized by appropriate action of such Party to execute, and thereby bind such Party to, this Agreement.

[Signature Page Follows]

IN WITNESS WHEREOF, the Parties have entered into this Agreement as of the Effective Date.

Date: 6/10/2022

[District] Stacy Bettenant
By: Stacy Bettenant
Print: Stacy Bettenant
Its: Superintendent

Date: _____

**TULARE COUNTY SUPERINTENDENT
OF SCHOOLS**
By: _____
Print: _____
Its: _____

EXHIBIT A

[School Safety Software Program Scope of Service]

SCHOOL SAFETY SOFTWARE PROGRAM SCOPE OF SERVICE

1. Definitions. In addition to the defined terms set forth in the Agreement which are incorporated herein, the following capitalized terms shall have the following meanings:

(a) **Campus**. A participating District school site or facility, including but not limited to a District Office, or other District building located within the jurisdiction of a participating Safety Agency.

(b) **Emergency**. A violent attack, crippling natural or human made disaster, mass destruction, terrorist activity, or threatened terrorist act taking place at a Campus. To warrant use of the School Safety Software Program the threat must be ongoing and must create a clear and present danger of physical injury or death to students, staff, personnel, and others on Campus. The nature of the Emergency must be of such magnitude that immediate call for law enforcement or other public safety personnel presence is warranted. Examples of an Emergency are: (i) school shooting; (ii) a hostage situation; (iii) riots; and (iv) fire, flood, or earthquake. For purposes of clarity, the following are examples of events which **shall not** be considered an Emergency and for which access to the School Safety Software Program shall not be authorized or permitted: (1) outstanding bench warrant, (2) arrest warrant; (3) warrantless arrest; (4) criminal investigation; (5) background checks; (6) missing person investigations; (7) interrogations; and/or (8) witness identification.

2. Account Types

(a) **School Safety Software Program Director**. Agency staff selected by the Agency Primary to receive training on all the School Safety Software Program functionalities. School Safety Software Program Director(s) shall have full School Safety Software Program privileges, including access to surveillance systems.

(b) **Agency/District Primary**. The User with the highest level of authority at the Agency and District level, with full access privileges. For Agencies, this will be assigned to the Office or Department Chief of Law Enforcement, Fire Department, or EMS Service. For the District, this will generally be assigned to the Superintendent.

(c) **Agency/District Secondary**. Optional User account type which may be designated by the Agency and/or District Primary to assist with responsibilities of the Primary account. Secondary accounts are more restrictive than Primary accounts but include functionality to add or remove Users and input data. Secondary accounts are generally assigned to the Primary's administrative assistant.

(d) **School Primary**. User with the highest level of authority at each Campus. School Primary shall be assigned and designated by the District Primary or District Secondary.

(e) **School Secondary**. Optional User account type which may be designated by the School Primary to assist with responsibilities of the School Primary. Will generally be assigned to the School Primary's administrative assistant.

(f) **Users**. Basic account type for general District, Campus, and Safety Agency personnel. Users will have the ability to upload personal information and will have restricted access to other functions and features within the School Safety Software Program.

3. **Scope of Services.** The School Safety Software Program is a digital application that provides District and Safety Agencies tools and information in order to respond to an Emergency at a District Campus. The School Safety Software Program consists of the following services (“Services”), each of which is more fully described in the program description below:

(a) **Building ID:** TCOE will use an alphanumeric system to label each building and facility on Campus, which aids Safety Agencies in navigating any Campus in an Emergency.

(b) **Digital Map:** TCOE will develop a multi-layered interactive map of the Campus that contains information to aid in the response of an Emergency. The Digital Map shall contain: Building IDs, Building Floor Plans, Campus Access Points, Shut-Off Valves, links to 360° Room, and Drone photography and when available, the location and direction of campus surveillance cameras, and will include the ability to add Event Markers. Each of these School Safety Software Program components are discussed in greater detail in this **Exhibit A** below.

(c) **Live Camera Link:** If the Campus’s surveillance system has web-based browser functionality, the School Safety Software Program will provide Safety Agencies with the ability to connect to the Campus’s live surveillance system.

(d) **Campus Information:** The School Safety Software Program will include general information about the Campus, including, but not limited to Campus size, number of staff, and students. Campus Information will identify District staff with Crisis Duties (as defined below) and will provide access to the District’s Emergency Procedures.

(e) **Staff Information:** The School Safety Software Program will include Staff Information for all staff on Campus. Staff Information shall include contact information, building and room number, and Crisis Duties, if applicable. Certain information may be included only with consent of the staff member including photo identification, personal email addresses, and personal mobile number.

(f) **Bulletin Board:** The School Safety Software Program will include a one-directional messaging service for Safety Agencies and District personnel to provide updates.

(g) **Roll Call:** A feature which will allow District staff to identify students under the custody of the District following an Emergency and provide the students’ location and status.

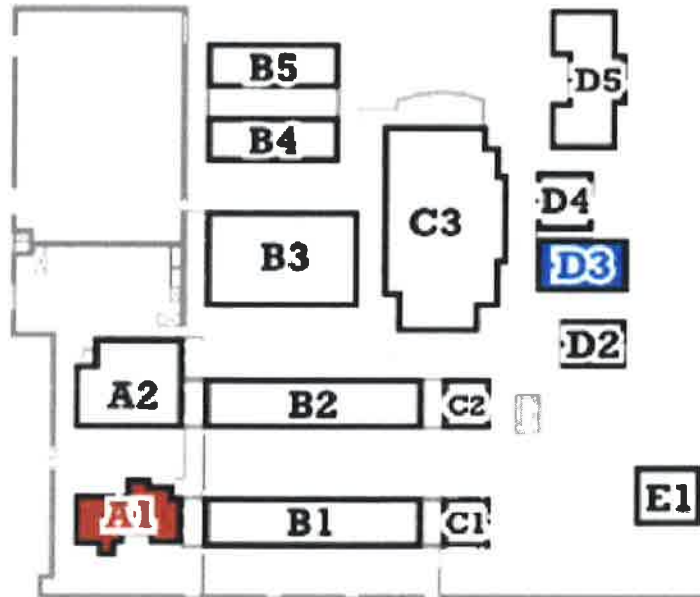
(h) **Event Markers:** The School Safety Software Program will include a feature which will provide the School Safety Software Program Directors and specified Users the ability to drag and drop Event Markers (drop pins) on the Digital Map to show and label the location of the Emergency on the Campus Digital Map.

BUILDING ID SIGNS

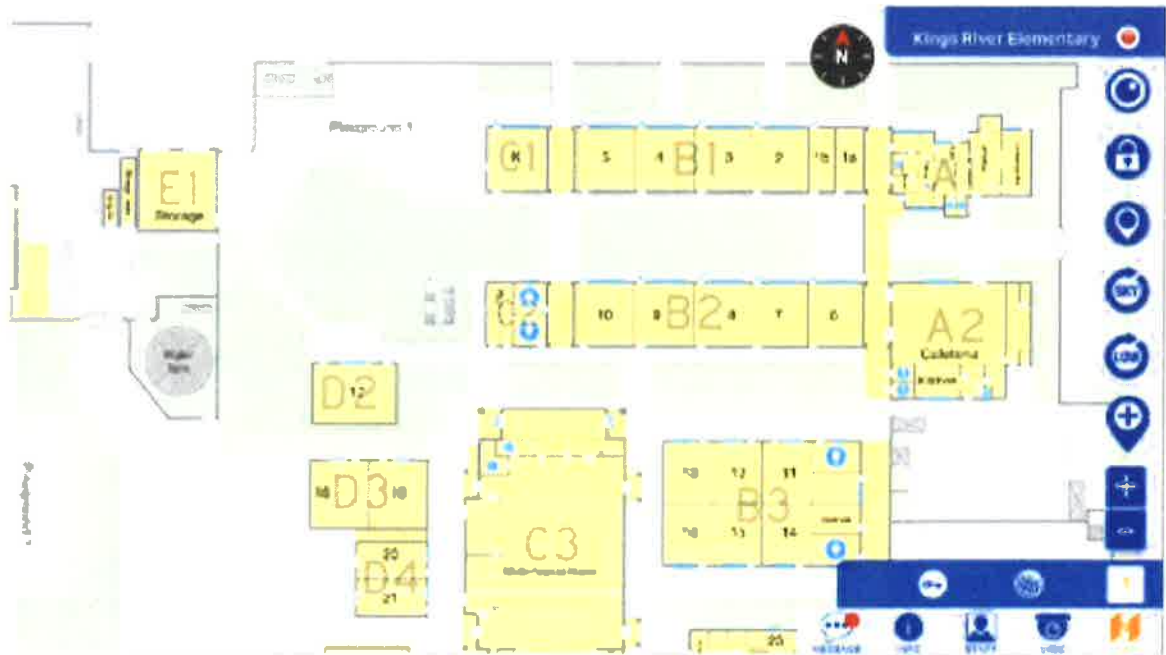


Using an alphanumeric system, TCOE assigns Building IDs to each building on Campus. An alphanumeric system is a coordinate grid in which each square location is classified by a combination of a letter and a number. In this case, TCOE uses the buildings as representatives of those square regions. Like a strategic board game or navigating a chessboard, this system helps to locate a specific position on a map quickly, and navigate to specific areas on the Campus.

Building ID signs are placed on all corners of the buildings to aid in the identification of the buildings location on Campus. Each building's location references the one next to it, which allows Safety Agency personnel to use the buildings to coordinate and navigate to any location on Campus quickly.



DIGITAL MAP



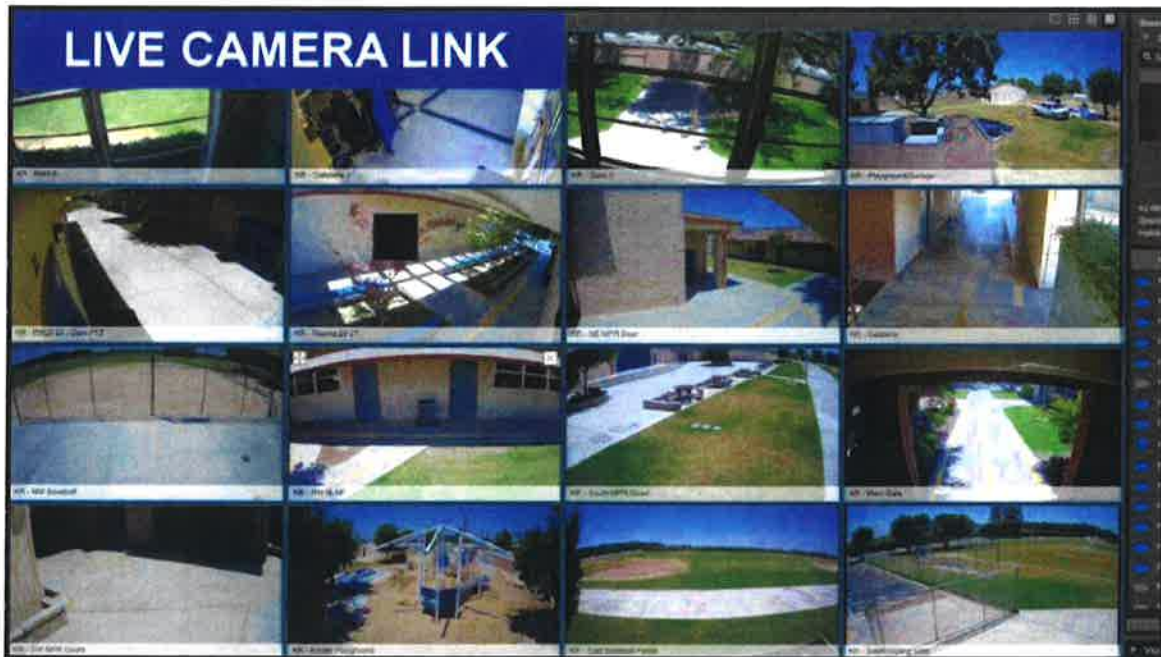
DESKTOP VIEW OF FLOOR PLAN

TCOE will develop a multi-layered, interactive, Digital Map of the Campus, which is the heart of the School Safety Software Program. The Digital Map is where Users can find essential information about the Campus.

The Digital Map contains the following information:

- **Building Floor Plans:** Building drawings of the Campus which show interior walls, doors, window locations, and Building IDs.
- **Campus Access:** Displays numbered gate entrances around the Campus and provides distinct labels for pedestrian or vehicle access.
- **Points-of-Interests (“POIs”):** Displays the location of shut-off valves, roof access, nurse’s station and AED equipment.
- **360° Low:** 360° photography of rooms and areas around the grounds of Campus.
- **360° Sky*:** Drone photography of the Campus from above. **If authorized by the Federal Aviation Administration, applicable California law, local ordinances, and District policy.*
- **Surveillance Cameras*:** The locations, ID number, and direction field-of-view of surveillance cameras on campus. **If available.*
- **Event Markers:** Event markers allow Users to drag and drop pins on the Digital Map to show and label the location of the Emergency.

LIVE CAMERA LINK

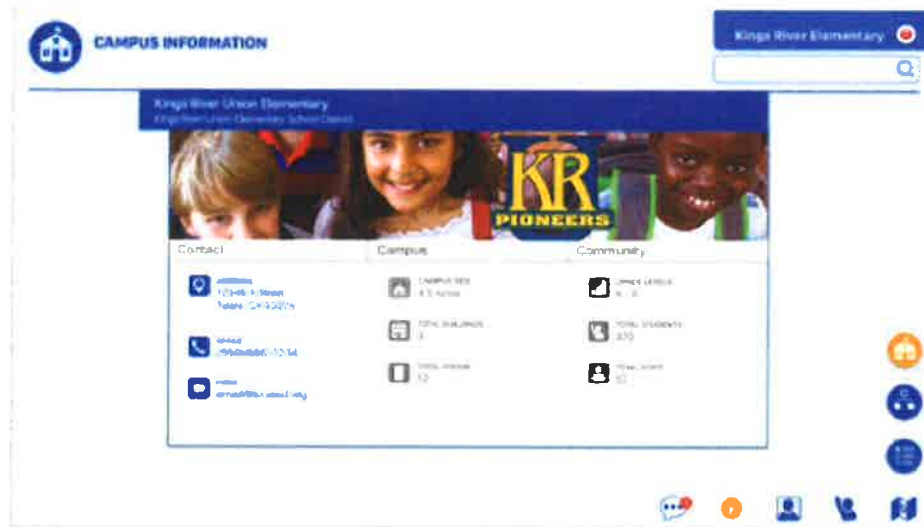


CAMERA LIVE LINK EXAMPLE

If the Campus has a browser-based surveillance system available for its camera surveillance, authorized Safety Agency Users will have access to the Campus's live surveillance link during an Emergency. The School Safety Software Program will provide Safety Agency Users quick access to the Campus surveillance system. The surveillance system in conjunction with the Digital Map of the Campus with camera locations will provide critical tools enabling a rapid response in the case of an Emergency. To ensure security and authorized use of the School Safety Software Program, access to a surveillance camera will trigger an automatic alert to the Agency and Site Primary accounts and shall provide such Users the ability to report and deactivate surveillance system access.



CAMPUS INFORMATION



CAMPUS INFORMATION PAGE

The School Safety Software Program will include the following information for each District Campus:

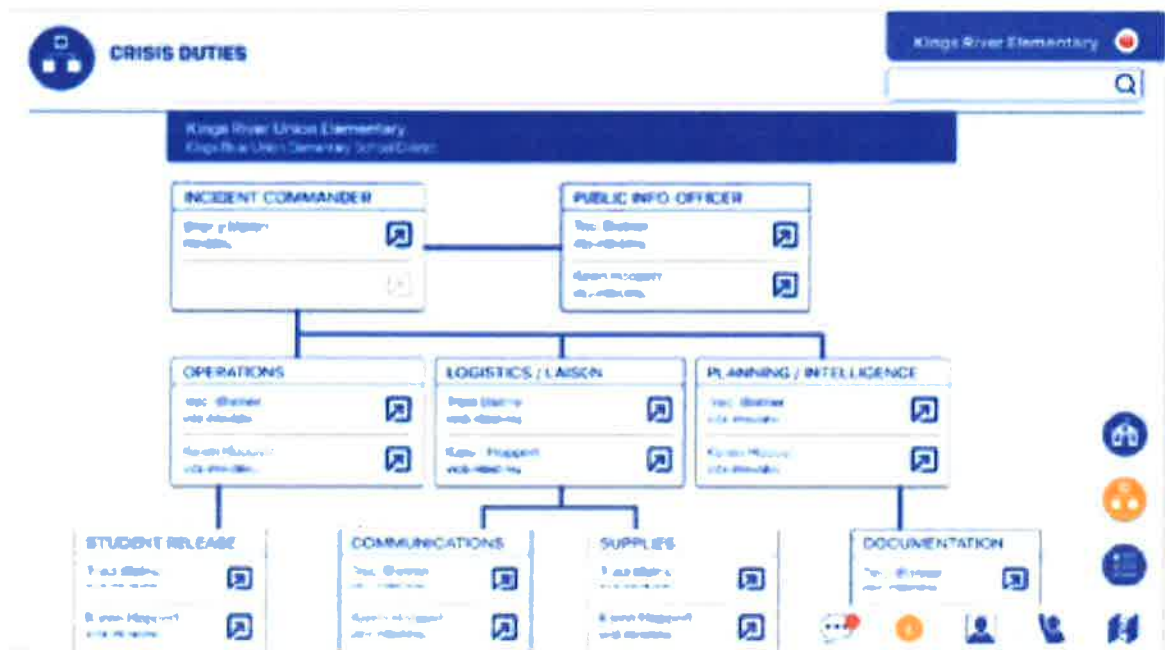
1. **Campus Information**
 - (a) Contact Information
 - i. Campus Address
 - ii. Office phone number
 - iii. Office email
 - (b) Campus Details
 - i. Size of Campus
 - ii. Number of buildings
 - iii. Number of classrooms
 - (c) Campus Community
 - i. Grade levels
 - ii. Number of Students
 - iii. Number of Staff

2. Crisis Duties

Each District Campus will need to identify at least one District staff member responsible for each of the Crisis Duties identified below. The Crisis Duties and specific staff assigned to each duty will be available in the School Safety Software Program. The Crisis Duty page will link to users' Campus ID information. Specific responsibilities for each District staff member providing Crisis Duties will be included in the training manual and materials provided by TCOE.

List of Crisis Duties may include:

- (a) Incident Commander
- (b) Public Information Officer/ Communications
- (c) Operations
- (d) Logistics / Liaisons
- (e) Planning Intelligence
- (f) Student Release
- (g) Supplies
- (h) Medical
- (i) Staffing



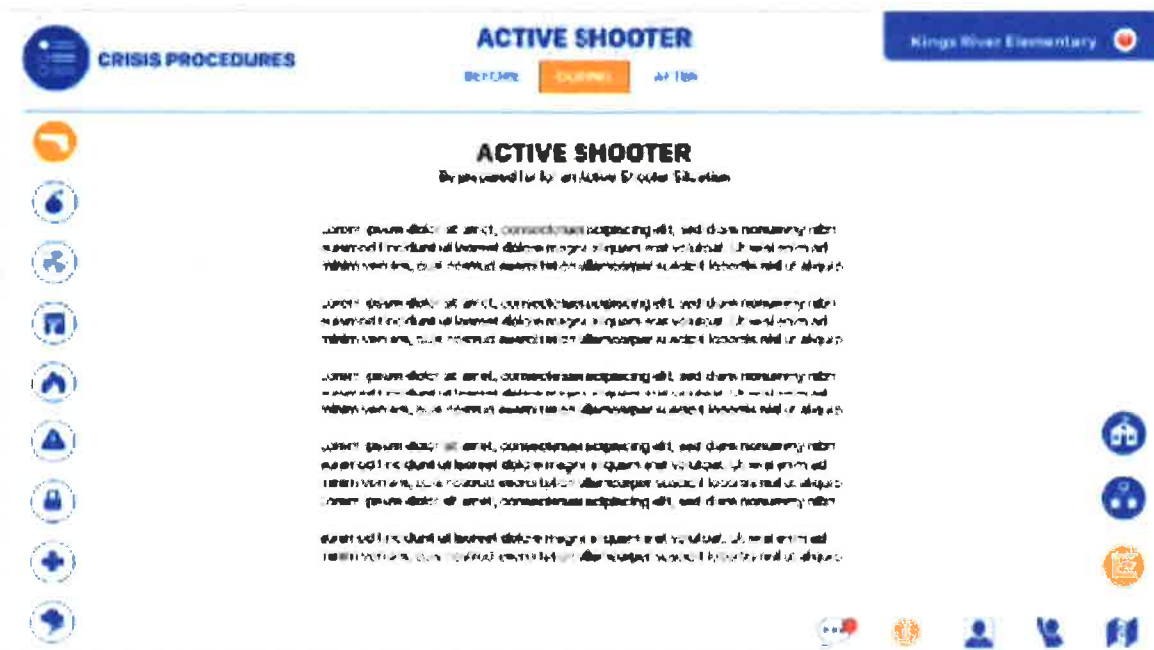
DESKTOP VIEW OF CRISIS DUTIES PAGE

3. Emergency Procedures

The School Safety Software Program will store the District's emergency procedures, which will include information on what to do before, during, and after an Emergency. The District is responsible for preparing and uploading emergency procedures for each Campus to the School Safety Software Program and ensuring that the Emergency Procedures are updated regularly and with new information.

List of procedures to be provided by District:

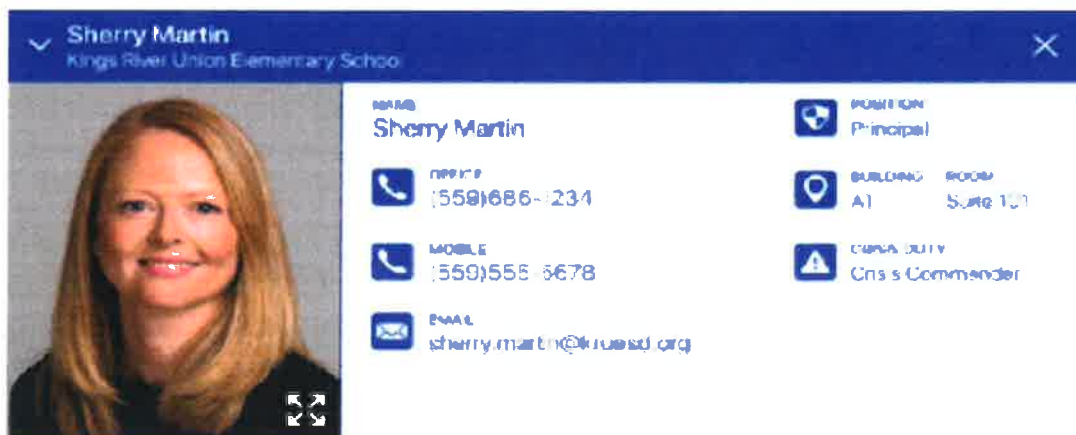
- (a) Active Shooter
- (b) Explosive
- (c) Chemical
- (d) Earthquake
- (e) Fire
- (f) Threat
- (g) Lockdown
- (h) Medical
- (i) Other natural disaster



DESKTOP VIEW OF ACTIVE SHOOTER (DURING) PROCEDURE PAGE

STAFF INFORMATION

1. The School Safety Software Program will provide information for four levels of staff:
 - (a) Administrators: District and Campus specific administrators.
 - (b) Teachers: includes teachers and teachers' aides working in classrooms.
 - (c) Office Staff: staff working primarily in the office area, such as secretaries, nurses, counselors, etc.
 - (d) Support Staff: staff working around the campus, such as cafeteria workers, groundskeepers, custodial staff, etc.
2. The following information will be provided for each Campus staff member:
 - (a) Name
 - (b) Title/Job Service
 - (c) District Contact Information
 - i. Office and District mobile phone number
 - ii. District email
 - iii. Building ID
 - iv. Room
 - (d) Crisis Duties, if applicable
 - (e) The following may be included only if authorized by the Staff member:
 - i. ID Photo
 - ii. Personal mobile phone number
 - iii. Personal email address



DESKTOP VIEW OF STAFF INFORMATION ID CARD

BULLETIN BOARD



The Bulletin Board provides Safety Agencies and District personnel the ability to post messages that are directly visible by all Users. This allows news and information to be dispersed to all parties without delay.

ROLL CALL



In the aftermath of an Emergency, students and staff may be displaced on Campus and to off-Campus locations. District and Campus administrators need to know the location of students following an Emergency. Roll Call allows District and Campus administrators to account for students under their custody and gives the location and status of students. District and Campus administrators will be able to see the status of everyone displaced around Campus and off-Campus locations from a central location using the School Safety Software Program.

OVERVIEW OF ROLES AND RESPONSIBILITIES

Below is an overview of the roles and responsibilities of TCOE, District, and Safety Agencies when using the School Safety Software Program. Roles and responsibilities are more fully defined in the training manual and materials developed by TCOE and provided to Users.

TCOE Responsibilities

- School Safety Software Program Maintenance and Support and User training as set forth in **Exhibit B**.
- Communicating with Users to make sure the School Safety Software Program is maintained with up to date information
- Preparing and disseminating training materials, including push updates

District Responsibilities

- Updating the School Safety Software Program with Staff Information, Emergency Procedures, Crisis Duties, and other information as required
- Ensuring District staff receive, and complete User account set up
- Keeping accounts up to date including on-boarding and off-boarding of staff
- Notifying TCOE of any changes to Campus, including, but not limited to updates to Floor Plan, Surveillance Camera locations, Gate locations, and other physical modifications. Fees and costs incurred for School Safety Software Program updates as a result of physical changes to a Campus shall be the responsibility of the District and are discussed more fully in **Exhibit C**
- Ensuring District Users obtain School Safety Software Program training before use and that no unauthorized use of the School Safety Software Program will occur

Safety Agencies

- Updating the School Safety Software Program with account information, including but not limited to a list of participating school districts and schools that are within the jurisdiction of the Safety Agency
- Identifying Safety Agency contact persons for each participating school district and campus
- Ensuring Safety Agency Users obtain School Safety Software Program training before use and that no unauthorized use of the School Safety Software Program will occur

AUTHORIZATION & VERIFICATION PROCESS

The School Safety Software Program includes an authorization/verification process to verify Users and limit access to information and data within the School Safety Software Program based on account type. Each User shall be authorized and verified. The authorizer will send out the registration invitation and each User shall be responsible for creating an account and downloading the School Safety Software Program app. There can be multiple Secondary-level Users with the same administrative powers. Account types, access levels, and responsibilities are more fully defined in the training materials that will be made available to Users.

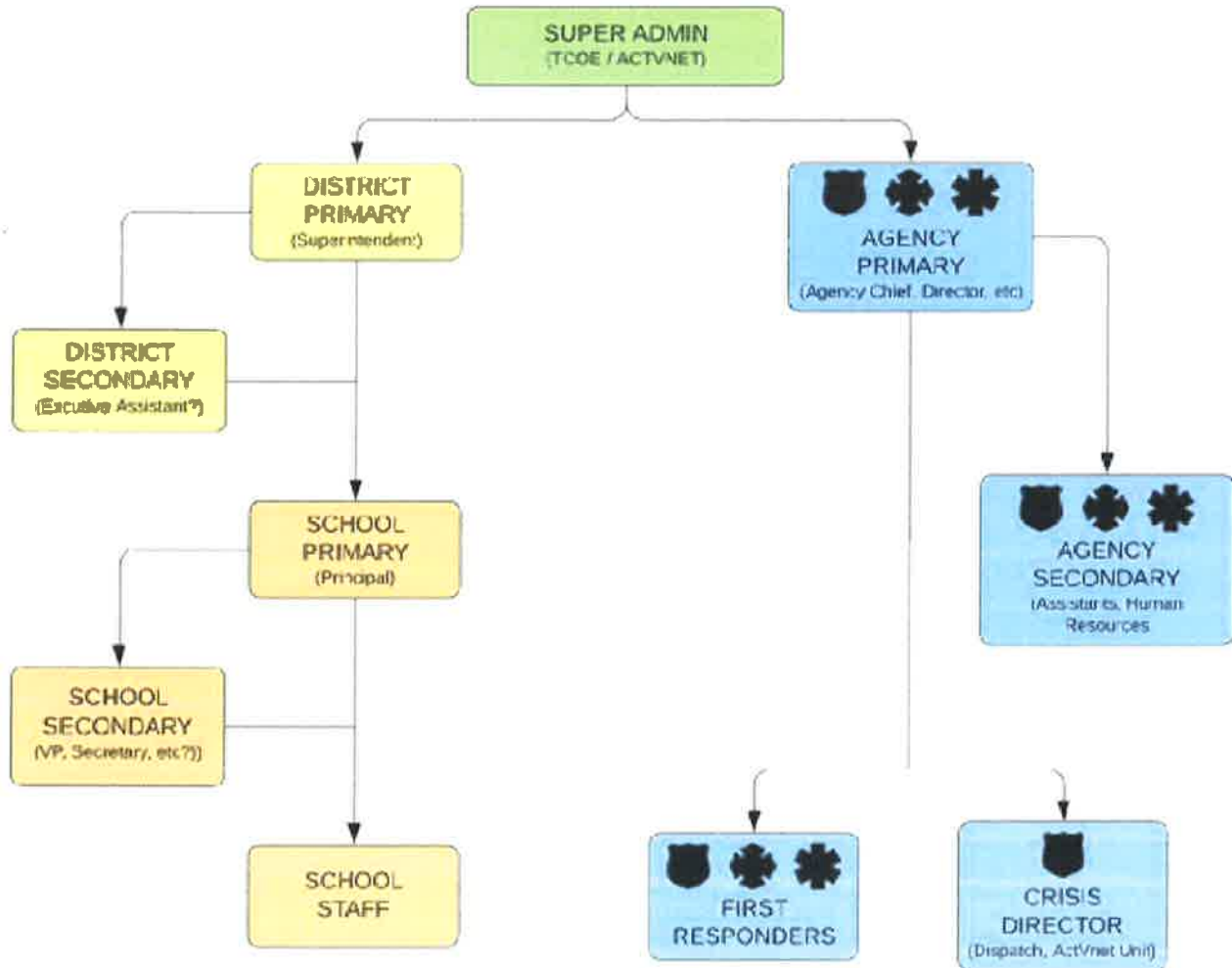


Exhibit B

[Maintenance and Support Services]

SCHOOL SAFETY SOFTWARE PROGRAM MAINTENANCE AND SUPPORT SERVICES

1. Scope of Coverage. Subject to the terms and conditions of the Agreement, TCOE shall, during the Term of the Agreement or any renewal thereof, provide maintenance and support services (“Maintenance and Support”) to District and authorized Safety Agency Users as set forth in this **Exhibit B** to the Agreement. The Maintenance and Support described herein does not expand or change the School Safety Software Program warranty provisions set forth in the Agreement.

2. Definitions. In addition to the defined terms set forth in the Agreement and School Software Program Scope of Services, which are incorporated herein, the following capitalized terms shall have the following meanings:

(a) “Bug Fixes” shall mean any correction of an error contained in the School Safety Software Program.

(b) “Users” or “User” shall mean District and Safety Agency staff and personnel authorized to access and use the School Safety Software Program.

(c) “Update” shall mean a new version or a revised version of the School Safety Software Program made available by TCOE to Users that contains Bug Fixes and/or enhancements or improvements.

3. TCOE Maintenance and Support Obligations. TCOE shall provide Users the following Maintenance and Support:

(a) Back-end maintenance releases including Bug Fixes and Updates, which shall be made available to Users for download.

(b) Technical Support. TCOE will make reasonable technical assistance available to Users through email during working hours, Monday through Friday. TCOE will make all reasonable efforts to respond to emails within twenty-four (24) hours of receipt.

(c) Installation and Account Creation. User data entry and verification shall be the responsibility of District, School, and Agency Primaries. As necessary, TCOE will assist Users with the installation of the School Safety Software Program on User hardware and account set-up, as needed.

(d) Training. In order to assist District and Safety Agency personnel in the use and operation of the School Safety Software Program, TCOE shall provide Users with a set number of training hours, consisting of software demonstrations and tutorials, which may be delivered in various formats, including, but not limited to online, in-person, or via pre-recorded videos and written materials. Training sessions shall be scheduled and coordinated by District, Safety Agency, and TCOE and shall be mandatory for all District and Safety Agency personnel who will operate and have access to the School Safety Software Program. Additional training may be made available by TCOE in its sole discretion based on User feedback.

(e) TCOE will prepare training materials, including, but not limited to pre-recorded training videos, and instruction manuals, which shall be available in the School Safety Software Program. TCOE may prepare and make available newsletters, push-notifications, and system notes to assist Users.

4. Limitation. TCOE shall have no Maintenance and Support obligations with respect to (i) any hardware or software product other than the School Safety Software Program and (ii) any unauthorized modification or use of the School Safety Software Program.

EXHIBIT C

[Fees]

SCHOOL SAFETY SOFTWARE PROGRAM FEES

1. Fees. The District shall pay TCOE an annual license fee (“License Fee”) for the School Safety Software Program License granted in the Agreement and a one-time setup fee (“Setup Fee”) which shall be calculated based upon the District’s average daily attendance (“ADA”) in the amounts set forth in the table below (the License Fee and Setup Fee are collectively referred to as “Fees”).

ADA shall be determined based upon the most recent available data from the California Department of Education (“CDE”) prior to the commencement of each Term. For purposes of the Setup Fee, in the event the ADA from a prior school year increases and the District enters into a new tier for the following school year, the District shall be responsible for paying the difference between the Setup Fee for its new tier and its prior tier designation.

2. Fees Subject to Change. Fees shall be subject to change and may be adjusted by TCOE annually.

	TIER I (1-400)	TIER II (401-800)	TIER III (801-1,200)	TIER IV (1,201-1,600)	TIER V (1,601-2,000)
SETUP FEE	\$6,000	\$9,000	\$12,000	\$15,000	\$18,000
ANNUAL FEE	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400

3. Payment. Fifty percent (50%) of the Fees shall be immediately due upon execution of the Agreement and the remaining Fifty percent (50%) shall be due upon activation of the School Safety Software Program. District shall pay the Fee to TCOE within forty-five (45) days of District’s receipt of an invoice from TCOE.

4. District Costs. The District shall be responsible for costs of all materials and equipment including, but not limited to surveillance system and cameras, Building IDs, signs, and printing costs related thereto. The District shall be responsible for all costs related to physical changes to a Campus which result in the need for new Building IDs, photography, drone photography, and other similar costs incurred as a result of such physical change. Any costs incurred by TCOE as a result of a physical change to a Campus shall be invoiced and paid in the manner set forth in Section 3 above.

<u>SCHOOL</u>	<u>ADA</u>	<u>TIER</u>	<u>INITIAL SETUP COSTS</u>
Tipton Elementary School District	562	2	\$9,000.00

EXHIBIT D

[Template Sublicense Agreement]

**SCHOOL SAFETY SOFTWARE PROGRAM SUBLICENSE AGREEMENT
WITH
TULARE COUNTY SHERIFF'S OFFICE**

This School Safety Software Program Sublicense Agreement (“Sublicense Agreement”) is entered into effective as of July 1, 2022 (“Effective Date”), by and between the Tipton Elementary School District (“District”), a California public school district, the Tulare County Superintendent of Schools (“TCOE”), and the Tulare County Sheriff’s Office (“Sublicensee”). District, TCOE, and Sublicensee may be referred to individually as “Party” and collectively as “Parties” in this Sublicense Agreement.

RECITALS

A. **WHEREAS**, District has a current license to use certain proprietary software developed and wholly owned by TCOE, commonly known as the School Safety Software Program, as such name may be changed from time to time (“School Safety Software Program”), which is more fully described in **Exhibit A**; and,

B. **WHEREAS**, TCOE has granted District the right to sublicense use of the School Safety Software Program pursuant to that certain Software User Agreement between District and TCOE; and,

C. **WHEREAS**, the School Safety Software Program is designed to promote cooperation between participating school districts and participating law enforcement agencies, fire departments, and emergency personnel (“Safety Agencies” or “Safety Agency”) during an Emergency, as defined in **Exhibit A**, on school campuses with the ultimate goal of protecting students, employees, and community members; and,

D. **WHEREAS**, Sublicensee has determined that the District’s Campuses (as defined in **Exhibit A**) are within the jurisdiction of the Sublicensee; and,

E. **WHEREAS**, in order to enable Safety Agencies to quickly and efficiently respond to emergencies on school campuses, and to benefit the safety of the community at large, District wishes to grant Sublicensee a sublicense and Sublicensee hereby desires to accept the sublicense, to use the School Safety Software Program in accordance with the terms and conditions set forth in this Sublicense Agreement.

NOW, THEREFORE, in consideration of the mutual representations, warranties and agreements contained herein, the Parties hereto agree as follows:

SUBLICENSE AGREEMENT

1. Sublicense. Subject to the terms and conditions of this Sublicense Agreement, District hereby grants, and Sublicensee hereby accepts, a nonexclusive, non-transferable Sublicense to use the School Safety Software Program (“Sublicense”). A fully executed copy of this Sublicense Agreement must be provided to TCOE for record keeping.

2. Services. The Sublicense shall give Sublicensee access to the following services provided by TCOE:

(a) Installation. Assistance with the School Safety Software Program installation on Sublicensee hardware.

(b) Training. As set forth in **Exhibit B**, TCOE shall provide District and Sublicensee personnel with a set number of training hours, which may be delivered in various formats, including, but not limited to online, in-person, or via pre-recorded videos and written materials. Training sessions shall be scheduled and coordinated by District, Sublicensee, and TCOE and shall be mandatory for all District and Sublicensee personnel who will operate and have access to the School Safety Software Program.

(c) Maintenance and Support. TCOE Maintenance and Support services as defined in **Exhibit B**.

(d) New Releases and Updates. All new software releases and updates during the term of the Sublicense Agreement.

3. Term, Termination, and Survival.

(a) Term. The term of this Sublicense Agreement shall commence upon the Effective Date, shall run concurrently with the District’s License Agreement with TCOE (“Term”), and shall automatically terminate upon the cancellation or expiration of District’s License Agreement with TCOE. The Sublicense shall automatically renew upon renewal of the District’s License Agreement with TCOE, unless earlier terminated pursuant to the terms of this Sublicense Agreement.

(b) Termination for Convenience. Either Party may terminate this Sublicense Agreement by providing the other Party and TCOE at least thirty (30) days prior written notice.

(c) Effects of Termination. Following any termination or cancellation of this Sublicense Agreement: (i) Sublicensee will, immediately upon District’s request, either destroy or return to District all copies of the School Safety Software Program, documentation, materials, and Proprietary Information, as defined in Section 4 below; (ii) Sublicensee shall immediately give notice to its personnel authorized to use the School Safety Software Program that use of the School Safety Software Program must be suspended immediately and all copies of the School Safety Software Program, documentation, materials, and Proprietary Information returned to District or destroyed; and (iii) Sublicensee shall provide written notice to District and TCOE within 30 days of the termination of this Sublicense Agreement attesting that all copies of the

School Safety Software Program, documentation, materials, and Proprietary Information have been destroyed or returned to District. A template notice form is attached hereto as **Exhibit C**.

(d) Failure to Comply with Termination Obligations. In the event Sublicensee fails or refuses to comply with the requirements of subsection (c) above following termination of the Sublicense and TCOE is required to seek legal redress for Sublicensee's failure to comply with its obligations, if TCOE is deemed a prevailing party for purposes of such litigation, Sublicensee shall reimburse TCOE for any and all litigation costs, including, without limitations, filing fees, attorney fees, and expert witness fees.

(e) Fee. Sublicensee shall not be assessed a fee for the Sublicense.

(f) Survival. Sections 4, 5, 6, 7, and 8 of this Sublicense Agreement shall survive the expiration and termination of this Agreement for any reason.

4. Proprietary Information and Intellectual Property.

(a) Proprietary Information. Sublicensee understands and acknowledges that TCOE developed and owns certain intellectual property that TCOE used in the development of the School Safety Software Program, including but not limited to, source code, software tools or documentation, trade secrets, reports, memorandum, training manual and materials, data visualizations, files, input materials, output materials, software, and any other data or materials provided or made available to the Sublicensee under this Sublicense Agreement ("Proprietary Information"). In addition, TCOE shall own all other ideas, concepts, themes, documentation or other intellectual property or copyrightable material conceived, developed, created, written or contributed which improves, enhances, or directly impacts any Proprietary Information, excepting any public domain data or information. Sublicensee further acknowledges and agrees that the rights of whatever nature in the Proprietary Information are and shall remain the property of TCOE, and nothing in this Agreement shall be construed as assigning or transferring the ownership of any such rights to Sublicensee or any third party.

(b) Ownership. Title to and ownership of the School Safety Software Program and all applicable proprietary rights including, but not limited to, rights in patents, copyrights, author's rights, trademarks, trade names, Proprietary Information, graphic design and design elements, know-how and identified trade secrets in the School Safety Software Program, shall remain at all times with TCOE. Sublicensee shall not reverse engineer, decompile or disable the School Safety Software Program or any portion thereof, nor otherwise attempt to create or derive the source code of the School Safety Software Program. Except for the rights set forth in this Sublicense Agreement, no other right or license with respect to any intellectual property is granted under this Sublicense Agreement.

(c) Know-How. Sublicensee acknowledges that Know-How is and shall at all times be and remain the sole and exclusive property of TCOE, and Sublicensee shall derive no rights, title or interest therein except as expressly set forth in this Agreement. "Know-How" means all technical and other information, or knowledge useful for the use or implementation of the School Safety Software Program that is necessary or convenient to use/implement the School Safety Software Program and which is not in the public domain, including without limitation, concepts, discoveries, data, designs, formulae, ideas, inventions, methods, models, assays,

research plans, procedures, processes, designs for experiments and tests and results of experimentation and testing (including results of research and development), and process (including manufacturing processes, specification and techniques), and includes any rights including but not limited to patent, copyright, trade secret or non-disclosure agreements or design rights protecting any of the foregoing. The fact that an item is known to the public shall not be taken to exclude the possibility that a compilation including the item, or a development relating to the item, is or remains not known to the public.

5. Confidentiality. If any third party requests copies of, or access to, the School Safety Software Program or Proprietary Information pursuant to the California Public Records Act or any other applicable law, Sublicensee will provide the TCOE notice of such request as soon as reasonably practicable.

6. Privacy. Sublicensee shall take all reasonable steps to protect student data, records, and information provided by District and made available to Sublicensee through the School Safety Software Program. The Parties acknowledge that information provided through the School Safety Software Program is not considered a student record under the Family Educational Rights and Privacy Act (FERPA) and any student information included within the School Safety Software Program shall be limited to “directory information” as defined in Title 34 section 99.3 of the Code of Federal Regulations.

7. Limited Warranty.

(a) Software Warranty. Sublicensee acknowledges and understands that TCOE warrants that the School Safety Software Program as delivered will materially comply with the published specifications by TCOE for the School Safety Software Program. TCOE’s obligations under this warranty are limited to providing District and Sublicensee with properly operating versions of the School Safety Software Program. TCOE does not warrant that the operation of the School Safety Software Program will be uninterrupted or error-free. IN PARTICULAR, FOR PURPOSES OF THE FOREGOING WARRANTY, SUBLICENSEE ACKNOWLEDGES THAT THE SCHOOL SAFETY SOFTWARE PROGRAM IS NOT AND CANNOT BE MADE 100% ACCURATE, AND THAT ANY ERRORS OR FAILURE TO PERFORM SHALL NOT BE DEEMED A BREACH OF SUCH WARRANTY.

(b) No Other Warranty. SUBLICENSEE ACKNOWLEDGES AND UNDERSTANDS THAT EXCEPT AS EXPRESSLY SET FORTH ABOVE, THE SCHOOL SAFETY SOFTWARE PROGRAM IS PROVIDED “AS IS” AND TCOE DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, WITH REGARD TO ALL TECHNOLOGY, THIRD PARTY AND OPEN SOURCE MATERIALS, SOFTWARE OR DERIVATIVE WORKS PROVIDED OR OTHERWISE SUBLICENSED TO SUBLICENSEE IN CONNECTION WITH THIS SUBLICENSE AGREEMENT, INCLUDING BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR USE AND NON-INFRINGEMENT. SUBLICENSEE FURTHER ACKNOWLEDGES AND UNDERSTANDS THAT TCOE DOES NOT GUARANTEE THE SAFETY OF ANY STUDENTS, STAFF, SUBLICENSEE OR DISTRICT PERSONNEL, OR ANY OTHER PERSON.

8. Indemnification. Each Party shall be solely responsible for the actions of their respective directors, officers, governing boards, members of their governing boards, employees, and agents. Each Party shall indemnify, defend, protect, hold harmless, and release (“Indemnifying Party”) the other Parties’ and their respective directors, officers, governing boards, members of their governing boards, employees, and agents (“Indemnified Parties”) from and against any and all claims of any nature whatsoever, losses, causes of action, judgments, costs (including attorney’s fees) (collectively “Claims”), including but not limited to any such Claims for injury, death, or damage to property arising out of or in connection with, or caused by an act, omission, or negligence of the Indemnifying Party related to this Sublicense Agreement.

9. Non-Authorized Use of the School Safety Software Program.

(a) Sublicensee shall not use or access the School Safety Software Program except in the event of an Emergency, as defined in **Exhibit A**, and solely for the purposes set forth in **Exhibit A**. Sublicensee shall take all reasonable steps to ensure that only authorized and trained Sublicensee personnel use and have access to the School Safety Software Program. Sublicensee acknowledges and understands that Sublicensee is solely responsible for managing and monitoring its personnel’s User accounts, as defined in **Exhibit A**, and that unauthorized use of the School Safety Software Program shall make the Sublicense immediately voidable by TCOE and/or District.

(b) Immediately upon becoming aware of any unauthorized use or access of the School Safety Software Program, Sublicensee shall notify District and TCOE, and shall fully cooperate with an investigation of and response to the incident.

(c) The School Safety Software Program Director, as defined in **Exhibit A**, or other designee shall provide District and School Primaries, as defined in **Exhibit A**, a minimum of forty-eight (48) hour prior notice before accessing a Campus surveillance system for training purposes.

10. No Assignment. Sublicensee may not assign this Sublicense Agreement or transfer its obligations hereunder without the prior written consent of TCOE and District.

11. Amendments, Waivers and Severability. Except as otherwise provided herein and notwithstanding any modification or changes to the Necessary Terms, this Sublicense Agreement may be amended, and compliance with any non-Necessary Terms of this Sublicense Agreement may be omitted or waived, only by written agreement duly signed by both Parties. Any provision of this Sublicense Agreement that is prohibited or unenforceable in any jurisdiction will not invalidate or render unenforceable the remaining provisions of this Agreement. Necessary Terms may only be modified with the prior written consent of TCOE.

12. Representations. Each Party represents and warrants that (i) it has the right and authority to enter into this Sublicense Agreement and perform its obligations, covenants and promises hereunder, (ii) it is duly organized and validly existing and in good standing under the laws of the state of its incorporation or formation, (iii) the execution, delivery and performance of this Sublicense Agreement has been duly authorized by all requisite corporate action, (iv) this Sublicense Agreement constitutes the legal, valid and binding agreement of such Party,

enforceable against it in accordance with its terms, and (v) it has obtained all authorization, approvals, consents or permits required to perform its obligations under this Sublicense Agreement under all applicable law and regulation.

13. Insurance. Each Party shall be self-insured or maintain an insurance policy, with sufficient coverage and limits to cover claims arising out of or related to this Sublicense Agreement. Each Party shall provide documentation verifying the Party's coverage and limits upon the written request of another Party. Each Party shall notify the agency within five (5) days of any changes to the Party's policy or limits.

14. Worker's Compensation Insurance. Each Party shall be responsible for maintaining workers compensation insurance coverage during the term of this Sublicense Agreement in accordance with applicable law.

15. Relationship of the Parties. Nothing contained in this Sublicense Agreement will be construed as creating any agency, partnership, or other form of joint enterprise between the District, Sublicensee, and TCOE. The relationship between these Parties will at all times be that of independent contractors. No Party will have authority to contract for or bind another in any manner whatsoever. This Sublicense Agreement confers no rights upon any Party except those expressly granted herein.

16. Entire Sublicense Agreement. This Sublicense Agreement, along with any exhibits attached and referenced in this Sublicense Agreement, constitutes the final and complete understanding between the Parties and replaces and supersedes all previous oral or written agreements, understandings, or arrangements between the Parties with respect to the subject matter contained in this Sublicense Agreement.

17. Interpretation. This Sublicense Agreement will be construed without regard to any presumption or rule requiring construction or interpretation against the Party drafting an instrument or causing any instrument to be drafted. The headings in this Sublicense Agreement are for reference only and will not affect the interpretation of this Sublicense Agreement.

18. Applicable Law and Venue. This Sublicense Agreement shall be governed by and interpreted under the laws of the State of California applicable to instruments, persons, transactions and subject matter that have legal contacts and relationships exclusively within the State of California. Any action or proceeding seeking any relief under or with respect to this Sublicense Agreement shall be brought solely in the Superior Court of the State of California for the County of Tulare, subject to any motion for transfer of venue.

19. Dispute Resolution. Any and all disputes arising out of the interpretation or performance of this Sublicense Agreement shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated below, each may pursue a remedy as entitled to them by law.

(a) The disputing Party shall provide written notice of the dispute to the other party. Thereafter, District's designee shall meet with the Sublicensee's designee within thirty (30) days to attempt informal resolution of the dispute.

(b) If the Parties cannot reach a resolution pursuant to subsection (a) above, District and Sublicensee shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by District and Sublicensee, and shall incorporate informal rules of evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless District and Sublicensee jointly agree to bind themselves.

(c) District shall provide written notice of a dispute to TCOE within forty-eight (48) hours if the Parties cannot resolve a dispute through mediation.

20. Notices. Any notice, request, demand, approval, consent, instruction, or other communication to be given to any Party hereunder shall be delivered by personal service, regular mail, certified mail, overnight mail with proof of delivery, facsimile with proof of transmission, or by email provided receipt is acknowledged as follows:

If to District:

Tipton Elementary School District
Attn: Stacey Bettencourt, Superintendent/Principal
370 N. Evans Road, Tipton, CA 9327
sbettencourt@tipton.k12.ca.us

If to Sublicensee:

Tulare County Sheriff's Office
Attention: Tom Sigley, Undersheriff
833 S. Akers St., Visalia, CA 93277
Tsigley@tularecounty.ca.gov

If to TCOE:

Tulare County Superintendent of Schools
Attention: Frank Silveira
7000 W. Doe Ave
Visalia, CA 93291
frank.silveira@tcoe.org

Each Party shall give the other Party written notice within seven (7) days of any change to the designee identified above.

IN WITNESS WHEREOF, the Parties have entered into this Sublicense Agreement as of the Effective Date.

_____ **SCHOOL DISTRICT**

Date: _____

By: _____

Print: _____

Its: _____

TULARE COUNTY SHERIFF'S OFFICE

Date: _____

By: _____

Print: _____

Its: _____

**TULARE COUNTY SUPERINTENDENT
OF SCHOOLS**

Date: _____

By: _____

Print: _____

Its: _____

EXHIBIT E

[Template Notice Form]

DISTRICT NOTICE TO TCOE OF LICENSE TERMINATION

The Tipton Union Elementary School District (“District”) hereby provides written notice to the Tulare County Office of Education (“TCOE”) that District’s license to use the School Safety Software Program is terminated as of [Date]. The District hereby affirms that: (1) all use of the School Safety Software Program by District has been suspended; (2) notice has been provided to applicable Safety Agencies that use of the School Safety Software Program should immediately cease and that all copies of the School Safety Software Program and documentation, materials, and other records related thereto (collectively “the School Safety Software Program Records”) must be destroyed or returned to the District; (3) that the District has received notice from applicable Safety Agencies that all the School Safety Software Program Records have been returned or destroyed; and (4) that the District has destroyed all the School Safety Software Program Records in its possession or have returned all such the School Safety Software Program Records to TCOE at the address identified below:

Tulare County Superintendent of Schools
Attention: Frank Silveira
7000 W. Doe Ave. Bld. 300, Visalia, CA 93291
Frank.silveira@tcoe.org

I, the undersigned, am a duly authorized designee of Licensee and can affirm and personally attest to the information contained herein.

Name:
Title:
Date:

DISTRICT NOTICE TO SAFETY AGENCY AND ACKNOWLEDGEMENT FORM

The Tipton Union Elementary School District (“District”) hereby provides written notice to the Tulare County Sheriff’s Department (“Sublicensee”), that Sublicensee’s sublicense to use the School Safety Software Program has been terminated as of [date]. All use of the School Safety Software Program must immediately be suspended and all copies of the School Safety Software Program and documentation, materials, and other records related thereto (collectively “the School Safety Software Program Records”) must be returned to the Tulare County Office of Education (“TCOE”) at the address provided below or destroyed within thirty (30) days. All the School Safety Software Program Records being returned must be sent to:

Frank Silveira, Administrator
CHOICES Program
7000 W. Doe, Ave, Bld 300, Visalia, CA 93291
frank.silveira@tcoe.org

Following the destruction or return of the School Safety Software Program Records, please sign and return the acknowledgement provided below to the TCOE address identified above.

Name:
Title:
Date:

Acknowledgement

I, the undersigned, am a duly authorized designee of Sublicensee. I acknowledge that I received notice to cease and terminate use of the School Safety Software Program as of [Date]. I can affirm and personally attest that immediately following receipt of such notice all use of the School Safety Software Program by Sublicensee and its personnel and staff was terminated. All copies of the School Safety Software Program Records have either been destroyed or returned to TCOE at the address identified above.

Name:
Title:
Date: