N O T I C E

BOARD MEETING OF THE BELLEVUE UNION SCHOOL DISTRICT BOARD OF TRUSTEES WILL BE HELD ON Tuesday December 14, 2021, 5:30 PM CLOSED SESSION, 6:00PM OPEN SESSION IN PERSON at 3150 EDUCATION DR & ZOOM TELECONFERENCE HOSTED BY BELLEVUE UNION SCHOOL DISTRICT 3150 EDUCATION DRIVE SANTA ROSA, CA 95407

DATED: December 10, 2021

David Alexander, Ed.D.
SECRETARY TO THE BOARD
AND DISTRICT SUPERINTENDENT

POSTED: December 10, 2021

BELLEVUE UNION SCHOOL DISTRICT
Board Meeting
Video Teleconference Streamed Via YouTube Live on the BUSD Homepage
and in person at 3150 Education Dr. Santa Rosa, CA 95407
Tuesday, December 14, 2021

As authorized by the Governor's Emergency Executive Order issued on March 12, the Bellevue Union School District Board of Education will conduct Board of Education meetings in-person and by live video conference until further notice. The meeting will be live streamed on zoom which can be reached via a link from our Bellevue Union School District homepage @ www.BUSD.org

AGENDA

1. Open Session 5:30 pm

   1.1. Call to Order

   1.2. Board Annual Reorganization:
   - 1.2.1. Designation of Board President: Jamie Padilla
   - 1.2.2. Designation of Vice President/Clerk: Lisa Reyes
   - 1.2.3. Designation of District Superintendent as Board Secretary: David Alexander, Ed.D.
   - 1.2.4. Designation of Monthly Meeting Location: District office or Taylor Mountain

     Selection of District Representative: John Jarvis and Alternate: Adele Walker to fill vacancies on the Sonoma County Committee on School District Organization

   1.3. Public Comment on Closed Session Agenda

   The Public is invited to address the Board regarding items that are on the Closed Session Agenda. Speakers are limited to 3 minutes each. Because this is the time for the public to comment, it is our time to hear from you. Although the Board will not respond, we want you to know that we are listening to you carefully.

   *To access the **Public Comment Form**, please click on the link: BUSD Digital Comment Form to submit your comment to Moriah Hart prior to the start of the meeting. All comments received prior to the start of the meeting will be shared during the meeting.*

2. Adjourn To Closed Session

   2.1. Closed Session Agenda

   - 2.1.1. Consideration of Student Matter – Confidential Matter Involved §35146
     - 2.1.1.1. Interdistrict Attendance Permit Appeals
   - 2.1.2. Public Employment § 54957

3. Reconvene to Open Session 6:00pm

   3.1. Flag Salute

   3.2. Report on Closed Session

3.3. Consider Agenda Adjustment

4. Public Comment

At this time, members of the public may express opinions or make statements regarding issues pertinent to the District. Action may not be taken on statements or testimony made regarding any item not on the agenda, per Government Code 54954.2. There will be a limit of three minutes placed on each individual making a statement and a total 30 minute time allocation. Persons wishing to comment should complete the public comment form.

*To access the **Public Comment Form**, please click on the link: BUSD Digital Comment Form to submit your comment to Moriah Hart prior to the start of the meeting. All comments received prior to the start of the meeting will be shared during the meeting.*

Because this is the time for the public to comment, it is our time to hear from you. Although Government Code Section 54954.2(a) limits the ability of Board Members to respond to public comments we want you to know that we are listening to you carefully.

5. Informational
   5.1. BUSD Education Success Team (BEST): Teaching and Learning Plan (Ensuring Equity in Education), Aracely Romos-Flores, Director of Educational Services/EL Services
   5.2. FY 2021-22 First Interim Financial Report & Budget Transfers, Chris Kim, Ed.D., CBO

6. Action

   6.1. Consider Approval of FY 2021-22 First Interim Financial Report & Budget Transfers
   6.2. Consider Approval of the Resolution No. 8: Annual Accounting of Developer Fees per Government Code Section 66006
   6.3. Consider Approval of Updates to the Food Service Program Manager Position Description
   6.4. Consider Approval of Bellevue Union School District Educator Effectiveness Plan
   6.5. Consider Approval of Action to Allow Superintendent to Sign Construction Contracts for 2021-2022 Summer Work
   6.6. Consider Ratification of Bills and Warrants

7. Consent Calendar

   7.1. Board Meeting Minutes
      7.1.1. Regular Board Meeting Minutes November 16, 2021
   7.2. Acknowledge and Accept Grants/donations
      7.2.1. Shamrock Materials (of Petaluma)/a Vulcan Materials Company - 100 pairs of shoes & 500 pairs of socks - Taylor Mountain
      7.2.2. Starbucks (Santa Rosa Ave. & Yolanda location) - 8 travelers of coffee, 2 gallons of 1/2 and 1/2, sweeteners, cups, lids, and stirrers for 100 individuals - District Wide Professional Development
      7.2.3. Operation Christmas Tree, 7 trees, tree stands & sparkling lights - Taylor Mountain
      7.2.4. Kawana Student Support Fund of Community Foundation Sonoma County, Reading A-2 Materials for Grades K-6, $2,090 - Kawana Springs

7.2.5. Kawana Student Support Fund of Community Foundation Sonoma County, Artist Residency for Grades K-2 presented by the Luther Burbank Center, $1,425 - Kawana Springs

7.3. Interdistricts 2021-22

7.4. Personnel Activity Log

7.5. Reports

7.5.1. California School Employees Association, Chapter 501

7.5.2. Bellevue Education Association

7.5.3. Principal Reports

7.5.4. Board Reports/Board Items

7.5.4.1. Correspondence

7.5.5. Superintendent Report

7.5.5.1. Enrollment/Attendance

8. Planning

January 18, 2022	Regular Board Meeting	5:30pm	BUSD Districts Office 3150 Education Drive and To be live streamed on zoom linked from the District's Homepage: www.busd.org and

Return to Closed Session as Needed

Notice

The Bellevue Union School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent's Office by calling (707)542-5197 x2. All efforts will be made for reasonable accommodations.

District Employees, parents and community members shall treat each other with civility, courtesy and respect. Civility Policy (BP 1313)

Bellevue Union School District

Agenda Item for Board Meeting of December 14, 2021

Agenda Category: Board Annual Reorganization

Agenda Item Title: Board Annual Reorganization

Prepared By: Moriah Hart, Executive Assistant

Background:
The annual board reorganization is governed by the BUSD Governance Handbook (reviewed and approved annually by the BUSD Board of Trustees), as follows:

1. **Designation of a Board President: Jamie Padilla**
   Per the BUSD Governance Handbook, the Vice President Becomes the President (the outgoing President becomes a Trustee, the Trustee becomes the Alternate Representative & the Alternate Representative becomes the Representative)

2. **Designation of a Vice President/Clerk: Lisa Reyes**
   Per the BUSD Governance Handbook, the Representative Becomes the Vice President

3. **Designation of District Superintendent as Board Secretary: David Alexander, Ed.D.**
   Per the BUSD Governance Handbook, the Superintendent Serves as permanent Secretary

4. **Designation of a Monthly Meeting Location**
   Board meetings are typically held at the BUSD District Office unless a larger meeting space is requested, in which case it is held at Taylor Mountain

5. **Selection of District Representative: John Jarvis and Alternate: Adele Walker to fill Vacancies on the Sonoma County Committee on School District Organization**
   Per SCOE: The county committee must have 11 members who are elected by a "voting representative" from each district. In Sonoma County, this election takes place by absentee ballot. Voting representatives do not have additional duties. The Board will select one trustee to represent the District in this role.

Note: In the event a board member declines the position of President the position would go to the next in rotation per the Governance Handbook and the board member declining the position would go to the end of the rotation.

Dr. Alexander, members of the board and Bellevue community members,

After careful thought I, Stephanie Merrida-Grant have decided to pass on my rotation into the president's position on the board for 2021-2022 school year. Although my dedication to the district remains strong, my decision is based on the weight I will bear in my own career this year. I have been elected to launch two very large programs for our community as well as move my programs into a new facility in 2022. I will continue to serve as a trustee through 2022 and look forward to collaborating with our community members to serve our district in the best possible way I can.

Sincerely,

Stephanie Merrida-Grant

Certificate of Election of District Clerk and Board President 2021-22

WE HEREBY CERTIFY that at a meeting of the Governing Board of the _____

_____

of Sonoma County, California *(School district name)*

at a meeting held on _____

the following officers were elected:

_____

(President)

_____

(address, including email address)

_____

(Clerk)

_____

(address, including email address)

Regular board meetings held _____

(Please indicate day of week and frequency)

_____

Signature of Clerk or Secretary of the Governing Board

Instructions: *Forward this to the County Superintendent without delay. Boards of Trustees failing to elect a clerk at the organizational meeting should notify the County Superintendent of Schools at once. If a clerk is not elected on this date, the County Superintendent of Schools shall appoint a clerk. (Education Code Sections 35022 {72402}, 35038 {724167}, 35143)*

Voting Representative for Vacancies on the Sonoma County Committee on School District Organization

The county committee must have 11 members who are elected by a "voting representative" from each district. In Sonoma County, this election takes place by absentee ballot. Voting representatives do not have additional duties.

THIS CERTIFIES THAT:

_____

(Name)

_____

(address, including email address)

was selected as the representative of the above school District for the meeting of school board representatives to fill vacancies

on the Sonoma County Committee on School District Organization. (Education Code 35023 {72403})

Selected Alternate Representative:

_____

(Name)

_____

Signature of Clerk or Secretary of the Governing Board

Bellevue Union School District

Agenda Item for Board Meeting of December 14, 2021

Agenda Category:	Informational
Agenda Item Title:	BUSD Education Success Team (BEST): Teaching and Learning Plan (Ensuring Equity in Education)
Prepared By:	Aracely Romo-Flores, Director of Educational Services / English Learner Services

---

Background:

The challenges of addressing unfinished learning due to the COVID-19 pandemic is unprecedented. Although the magnitude of this challenge is nationwide, the concept of unfinished learning is not new to educational systems. Now more than ever, it is essential to ensure that each and every student has equitable access to a quality education.

The California Department of Education has dedicated web pages solely on the subject of equity in education.
"Ensuring equity in education is a necessary component in narrowing the achievement gap. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. High-quality schools are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that all students are able to learn and thrive."

The Bellevue Union School District is committed to the concept that we must strive to meet the needs of each and every student. BUSD's first goal as identified in the current Local Control Accountability Plan (LCAP):

Increase Student Success and Support Student Learning - Ensure quality learning for each and every student to reach their potential.

In order to fully understand the context of equity in education and address this challenge, we as a district must engage in professional learning to create and implement a framework which will greatly assist with the unfinished learning and guide our district in creating a teaching and learning (education) 3 to 5 year plan. From this professional learning or study with our educational partners' involvement and input, our resources may be dedicated to meeting our school communities' needs.

Addressing these needs will require focus, dedication and the resources to address our district's unfinished learning. We have begun this work and encourage our community to become involved

in the development of the teaching and learning plan through the various stakeholders meetings throughout the year.

Recommended Action:
No action required

Supporting Documents:
BEST Day 1 - December 6, 2021
Council of Great City Schools Unfinished Learning

Bellevue Education Success Team (BEST)

December 6, 2021
3:00-5:00

Bellevue Union School District

Today's Objectives



- ★ Understand the goals of the committee
- ★ Understand 11 key actions of schools/districts that advocate a learning mission
- ★ Discuss our why?
- ★ Discuss how we will accomplish this work
- ★ Identify our collective commitments

Desired Team Composition

- 1 primary teacher per site
- 1 intermediate teacher per site
- 1 special education teacher per site
- 5 Teachers on Special Assignment (TOSA) - District and School TOSAs
- 1 Classified Instructional Support per site
- Administrators



MEET OUR TEAM

- Angela Grenier; K/TOSA; BV
- Amber MacLean; 2; BV
- Ashley Bridges; 6; BV
- Sarah Goodin; 5; MV
- Kulbir Sandhu; 2; MV
- Suzanne Bethel; 2;/TOSA; MV
- Suzanne Anderson; 6/TOSA;MV
- Becky Hansen; 5; TM
- Kelly Fitzgerald Dimsho; 3/TOSA/TM

- Nina Craig; Principal; BV
- Denise McCullough; Principal; KS
- Jean Walker, Principal; MV
- Margaret Jacobson; Principal; TM
- Tracy Whitaker, Director of Student Services
- Ryan Green, Director of IT
- Aracely Romo-Flores, Director of Curriculum/EL Services
- David Alexander, Superintendent


THANK YOU!
thank you!

Meeting Roles

01

Time Keeper

Makes sure we start and end on time.

02

Recorder

Takes minutes at the meeting.

03

Process Observer

Holds group accountable to our meeting norms.



BEST Goal

To develop a comprehensive Teaching and Learning Plan (Education Plan).



Guaranteed and Viable Curriculum

Students are ***guaranteed*** the same curriculum regardless of the teachers they are assigned or the school they attend. Additionally, because teacher teams collaborate about the amount of time needed to effectively teach each standard and for students to learn each standard, the curriculum is viable.

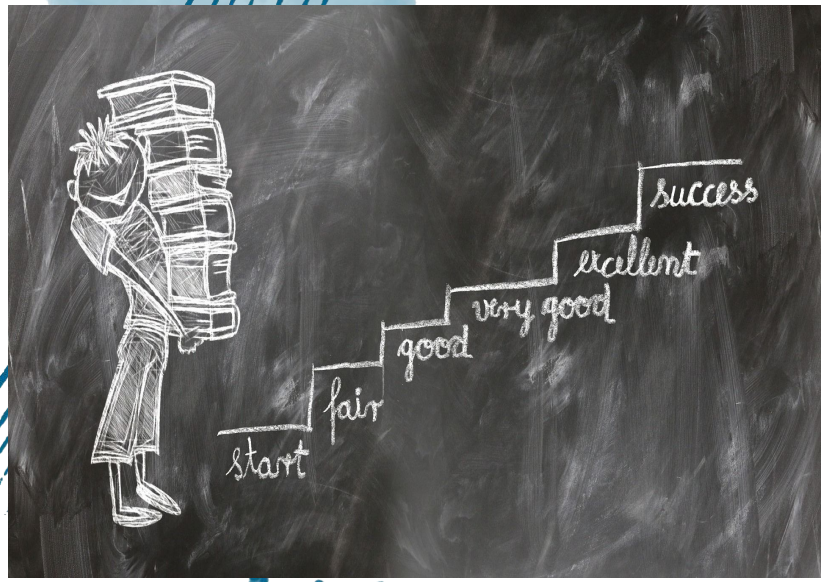
Bob Marzano suggests this area represents

the #1 opportunity

to raise the level of student achievement.

Desired Outcomes of the Teaching & Learning Plan

- Build coherence across the district through:
  - Guaranteed Viable Curriculum
    - Essential Standards
      - Learning Targets
    - Curriculum Mapping
      - Units of Study
    - Instructional Practices
  - Common Assessments
    - Formative
    - Summative
    - Diagnostic
    - Common Rubrics
  - Multi-Tiered System of Support
  - Professional Development
- Build a strong professional network



Our work must be in service of improved learning outcomes for all students.

What would it look like if we really meant it when we said we **embrace learning as our fundamental purpose**, or we will **build a collaborative culture**, or we will **use evidence of results to respond to student needs and improve our practice**?

What would people see us doing?



What would it look like if we really meant it when we said we **embrace learning as our fundamental purpose**, or we will **build a collaborative culture**, or we will **use evidence of results to respond to student needs and improve our practice**?

What would people see us doing?

1. Self-reflect; put one idea/thought per post it - (5 minutes)
2. At your table group, one person will share his/her post-its
3. If someone at the table has the same idea/thought, give the reporter your post it
4. Reporter places all similar ideas/thoughts in a stack
5. Once the reporter is done sharing his/her post-its, the remainder of the team shares any ideas/ thoughts not yet shared



Eleven Actions of Schools/Districts That Truly Advocate a Learning Mission



1

Every teacher is engaged in a process to clarify what each student is to learn in each grade level, each course, and each unit of instruction.

2

Every teacher is engaged in a process to clarify consistent criteria by which to assess the quality of student work.

3

Every teacher is engaged in a process to assess student learning on a timely and frequent basis through the use of teacher-developed common formative assessments.

4

Every school has a specific plan to ensure that students who experience initial difficulty in learning are provided with additional time and support for learning during the school day in a timely and directive way that does not cause the student to miss any new instruction.

DuFour et a. (2008)

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Eleven Actions of Schools/Districts That Truly Advocate a Learning Mission

5

Every school has a specific plan to enrich and extend the learning of students who are not challenged by the required curriculum.

6

All professionals are organized into collaborative teams and are given the time and structure during their regular workday to collaborate with colleagues on specific issues that directly impact student learning.

7

Every collaborative team of teachers is called upon to work interdependently to achieve a common SMART goal for which members of the team are mutually accountable.

8

Every teacher receives frequent and timely information regarding the success of his or her students in learning the essential curriculum and then uses that information to identify strengths and weaknesses as part of a process of continuous improvement.

DuFour et a. (2008)

Eleven Actions of Schools/Districts That Truly Advocate a Learning Mission

9

Building shared knowledge of best practice is part of the process of shared decision making at both the school and team level.

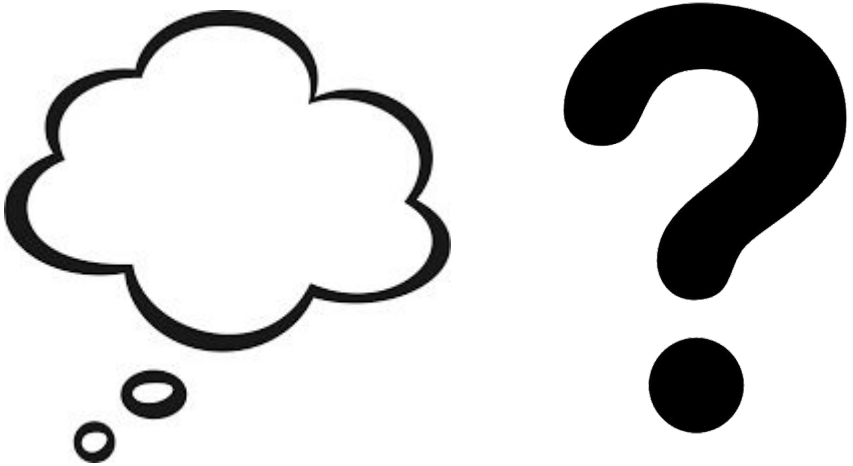
10

Every practice and procedure in place in the school has been examined to assess its impact on learning.

11

School leaders are held accountable for ensuring all of the above happen.

DuFour et a. (2008)



Why?

Quick Facts

1485
Students

861
Emerging Bilingual Students

1132
Socio-Economically Disadvantaged Students

246
Students with Disabilities

60
Homeless Students

Quick Facts

7
Foster Youth

48
Migrant Students

120
Immigrant Students

125
Long-Term ELs

219
At Risk of Becoming LTELs

Star Early Literacy Results

Bellevue

28% of student at or above the 40 PR

72% below the 40PR

Meadow View

33% of student at or above the 40 PR

67% below the 40PR

Taylor Mountain

46% of student at or above the 40 PR

54% below the 40PR





Star Reading Results

Bellevue

33% of student at or above the 40 PR

67% below the 40PR

Kawana

23% of student at or above the 40 PR

77% below the 40PR

Meadow View

32% of student at or above the 40 PR

68% below the 40PR

Taylor Mountain

35% of student at or above the 40 PR

65% below the 40PR

Star Math Results

Bellevue

31% of student at or above the 40 PR

69% below the 40PR

Kawana

28% of student at or above the 40 PR

72% below the 40PR

Meadow View

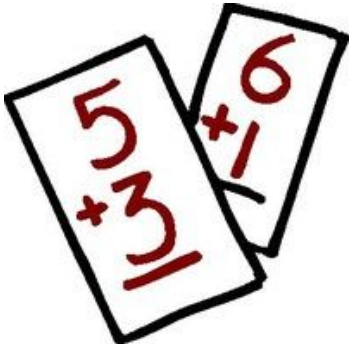
32% of student at or above the 40 PR

68% below the 40PR

Taylor Mountain

34% of student at or above the 40 PR

66% below the 40PR



Unfinished/ Interrupted Learning

The last normal school year

...for students in...	was
Grade 7	Grade 4
Grade 6	Grade 3
Grade 5	Grade 2
Grade 4	Grade 1
Grade 3	Kindergarten
Grade 2	never
Grade 1	never
Kindergarten	never

How?

Principles and Strategies for Addressing Unfinished Learning

- Read the guide (pp. 3-5 STOP after principle #3) **10 minute read**
- Highlight key information
  a. What surprised you?
  b. What do you agree with?
  c. What do you question?
- Pause
- Reflect
- Share your thoughts with your table group
- Whole group share

Principles and Strategies for Addressing Unfinished Learning

- Read the guide (pp. 5-8 STOP after principle #6) **10 minute read**
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Richard DuFour: The Prerequisite Conditions of a True PLC

Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation.

Collaborative teams implement a guaranteed and viable curriculum, unit by unit.

Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.

Educators use the results of common assessments to:

- **Improve individual practice.**
- **Build the teams capacity to achieve its goals.**
- **Intervene and enrich on behalf of the students.**

The school provides a systematic process for intervention and enrichment.

When?

Monthly District Professional Development Time

- 2nd Wednesday of the Month
- 1:15-2:45

Getting Clear on What We Want Our Students to Learn

February 9
ELA Essential Standards

1. What teachers will spend the majority of instructional time teaching
2. What teachers will assess
3. What teachers will have data-driven discussions about
4. What teachers will interve on (extension or time and support

March 9
ELA Essential Standards

1. What teachers will spend the majority of instructional time teaching
2. What teachers will assess
3. What teachers will have data-driven discussions about
4. What teachers will interve on (extension or time and support

April 13
Learning Targets

1. Unwrap the Standards
2. Identify Learning Targets
    a. Skills
    b. Knowledge
    c. Dispositions
3. Identify cognitive demand (rigor)
4. Identify the learning tasks

May 11
Learning Targets and Unit Planning

1. Continue the work of April 13 and...
2. Begin Unit Planning and the identification of any and/or all of the following:
    a. Pre-requisite skills
    b. Academic vocabulary
    c. Instructional practices
    d. Assessment strategies
    e. Potential opportunities for intervention and enrichment

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“Identify the important and act with a sense of urgency.”

—Anonymous

Collective Commitments

collective commitments clarify how each individual can contribute to the work, and they have a much more immediate focus:

“This is what I can do today to help create the school/district we want.”



Questions?



Concerns?



Comments?



Process Observing

Future Dates
3:30-5:30

- Monday, January 3, 2022
- Monday, January 24, 2022
- Monday, February 7, 2022
- Monday, March 7, 2022
- Monday, March 28, 2022
- Monday, April 4. 2022
- Monday, April 18, 2022
- Monday, May 2, 2022
- Monday, May 16, 2022



Thank YOU!



Our next Meeting will be on

January 3, 2022

3:30-5:30



Addressing Unfinished Learning After COVID-19 School Closures

June 2020

Council of the Great City Schools®

ABOUT THE COUNCIL

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 76 large-city school districts, its mission is to promote the cause of urban education and to advocate for inner-city students through legislation, research, and media relations. The organization also provides a network for school districts sharing common problems to exchange information and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

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Cleveland Metropolitan School District

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Michael O'Neill, School Committee Member
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Barbara Jenkins, Superintendent
Orange County Public Schools

Immediate Past Chair
Lawrence Feldman, Board Member
Miami-Dade County Public Schools

Executive Director
Michael Casserly
Council of the Great City Schools

Addressing Unfinished Learning After COVID-19 School Closures



June 2020

Acknowledgements

We thank the following individuals for lending their considerable insight and expertise in the creation of this guide:

Advisory Committee (bios provided in Appendix C)

Harold Asturias, The Lawrence Hall of Science, University of California, Berkeley

Phil Daro, National Education Consultant, Mathematics

Judy Elliott, National Education Consultant, Students with Disabilities and Multi-Tiered Systems of Support

Lily Wong Fillmore, National Education Consultant, English Language Learners

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Purpose and Audience

The current health crisis has caused an unprecedented disruption in the education of children throughout the world. In the first chaotic days of the crisis, schools across the United States organized to assemble and distribute instructional materials and to make a rapid transformation from school-based to home-based learning. Lesson plans were written and sent home with meals, thousands of electronic devices were purchased and distributed, hot spots were set up, and teachers were trained in how to teach from a distance. The energy, dedication, and sense of urgency that have gone into these efforts have been nothing short of extraordinary.

Nonetheless, the impact of this crisis on all students is significant. As districts resume instruction in the upcoming school year, they will not only need to address the significant social and emotional toll that the crisis has taken on children, but also widespread unfinished learning and learning losses sustained in the wake of school closures. In a companion document—Addressing Mental Health and Social-Emotional Wellness in the COVID-19 Crisis—we provide a collection of resources and guidance for creating learning environments that are physically and psychologically safe for students and staff. In particular, that document promotes a proactive and inclusive approach to communication, outreach, and intervention, as well as shared ownership of the mental health and social and emotional wellbeing of all students.

In this guide, we focus more directly on the instructional challenges posed by school closures. In particular, we present district curriculum leaders and staff with an instructional framework for addressing unfinished learning and learning losses, as well as a review of essential skills and content in English language arts and mathematics to support access to grade-level content in key grade transitions for all students. We also provide additional resources for districts to consult as they design and implement their curricular materials for the coming school year, including further information on Universal Design for Learning (UDL) to ensure that grade-level content is accessible for all students. While this guide touches on some of the specialized instructional needs of English language learners, a forthcoming Council guide will provide more detailed guidance and materials in this area.[1]

Finally, this guide is intended to complement resources being released by various other organizations, including Student Achievement Partners (SAP) and the Council of Chief State School Officers, that also address the challenges of prioritizing instruction,[2] addressing unfinished learning, and meeting the social-emotional and mental health needs of students. The common messages found across these materials illustrate a consensus in the field around the importance of safeguarding equity and access in the wake of the COVID-19 crisis. We hope that the following guide contributes to that national conversation, and to the capacity of urban school districts to effectively support students and families.

1 All of the Council's COVID-19 resources can be found at cgcs.org, or by clicking here. This page is being updated with new information and materials regularly.

2 See Student Achievement Partners' Resource, 2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics.

Principles and Strategies for Addressing Unfinished Learning

In many ways, the instructional challenges that school districts will be faced with in the 2020-21 school year will be unprecedented. Students will be returning to school with significant anxiety and likely trauma, as well as considerable unfinished learning from the past school year. However, while the scale of the challenge (owing to the shared nature of the educational disruption) may be novel, unfinished learning is nothing new. Addressing skill gaps, incomplete learning, and misconceptions is a necessary and natural part of the teaching (and learning) process, although it is one with which educators have traditionally struggled. All too often, unfinished learning leads to remediation or pull-out interventions that serve to further isolate students and impede their access to rigorous, engaging grade-level content—this is how something as natural as unfinished learning leads to intractable achievement and opportunity gaps. Addressing unfinished learning in a constructive manner is therefore essential not only to a district's short-term response to the current pandemic, but long-term commitment to educational equity and excellence.

In this section, we introduce six overarching principles for supporting students with unfinished learning. In planning instruction for the coming school years, districts should (1) **stick to grade-level content and instructional rigor,** and (2) **focus on the depth of instruction, rather than the pace**. To provide this grade-level instruction, districts will need to help teachers (3) **prioritize content and learning**. In order to continue to reflect a districts' instructional vision and commitment to equity, educators will also need to (4) **maintain the inclusion of each and every learner** and (5) **identify and address gaps in learning through instruction**, **avoiding the misuse of standardized testing to** place kids into high or low ability groups or provide low levels of instructional rigor to lower performing students. Finally, districts should consider (6) **focusing on the commonalities that students share in this time of crisis, not just on their differences**.

These principles reflect high-quality instruction in general, but they will be particularly crucial as schools reopen amidst the COVID-19 pandemic. At that time, schooling may look very different than it has in previous years, and a district's academic response will need to be closely integrated with its social emotional and mental health response. But regardless of what instructional delivery model a school district implements or what combination of in-person and virtual learning it employs in the coming months and years, adhering to these overarching principles will help ensure that all students have equal access to high-quality instruction and educational opportunity.

Here is a closer look at what these principles look like in practice.

#1. Stick to grade-level content and instructional rigor.

Given the amount of time and learning loss since schools were shuttered, districts will face a strong temptation to test students immediately upon re-entry to school, identify their academic "deficits," and reteach or remediate. According to research, both are largely ineffective practices, resulting in student disengagement with school and greater inequities in access to grade-level instruction and educational opportunity.

Instead, school and district curriculum leaders should **keep the focus on grade-level content and rigor, addressing learning gaps as needed within the context of grade-level work**. In reading, for example, when students stumble over unfamiliar words or have difficulty understanding a text, don't retreat to less demanding or simplified texts, or assume that students who are having difficulty require remedial practice on basic reading skills. This is particularly important

for English Learners, whose struggle with reading may be a reflection of the process of second language development rather than a lack of literacy skills.

Instead, teachers should take the time to discuss the text, provide scaffolded support on how to discern the meaning of words in context, and allow opportunities for students to express their thinking and ideas with their peers. This will ensure that students continue to work with rigorous, engaging grade-level text and content. **This daily re-engagement of prior knowledge in the context of grade-level assignments will add up over time, resulting in more functional learning than if we resort to watered down instruction or try to reteach topics out of context**.

#2. Focus on the depth of instruction, not on the pace.

Districts should also avoid the temptation to rush to cover all of the 'gaps' in learning from the last school year. The pace required to cover all of this content will mean rushing ahead of many students, leaving them abandoned and discouraged. It will also feed students a steady diet of curricular junk food: shallow engagement with the content, low standards for understanding, and low cognitive demand—all bad learning habits to acquire. Moreover, at a time when social emotional wellbeing, agency, and engagement are more important than ever, instructional haste may eclipse the patient work of building academic character and motivation.

As educators we need to remain focused on the learning that could and should be happening today, and not allow ourselves to be distracted by how we will catch students up. These distractions shift our attention from *just in time learning* to *just in case teaching*. "Just in case" teaching wastes time teaching content and skills from earlier grades just in case students need it for grade-level work. "Just in time" concentrates time expenditure on needs that actually come up during grade-level work. In other words, **taking the time to provide patient, in-depth instruction allows for issues related to unfinished learning to arise naturally when dealing with new content, allowing for *just in time instruction* and reengagement of students in the context of grade-level work**.

Just in Time versus Just in Case Learning: An Example in Math

In math, don't reteach fractions to eighth grade students *just in case* they need it when learning slope. For slope, they only need the specific use of fractions to represent ratios. Use the slope ratio of rise to run as a context to teach what is needed about ratio.

#3. Prioritize content and learning.

In order to allow sufficient time for the in-depth instruction and just in time learning described above, curriculum leaders will need to articulate the district's instructional priorities for schools and teachers—what is most important to teach within the major curricular domains at each grade level. It is important that teachers know where to invest their time and effort, what areas can be cut, and where they should teach only to awareness level to save time for priorities. What is most important deserves more time, and teachers need to be given the latitude to provide responsive feedback and allow time for constructive struggle—a very different proposition than merely offering a superficial 'right' or 'wrong.' This additional time has to come from somewhere. Further guidance on identifying essential learning at each grade level will be covered in the next section, and can be found in a complementary document from Student Achievement Partners, *2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics*.

Prioritizing content and learning does not mean that students will be deprived of critical knowledge, or that their educations will be any less diverse or rich. Every topic in a district's curriculum encompasses a collection of related ideas, skills and applications. Just because a topic is important doesn't make every underlying or related skill or concept vital to a student's ultimate understanding of that topic.

For example, what's important about adding fractions with unlike denominators? This mathematical computation extends students' developing ideas of addition from whole numbers to unit fractions. The purpose is to help students develop deeper insights into the number line, which will eventually provide a basis for coordinate graphs in algebra. So math teachers should focus their efforts on building this understanding, not on honing students' ability to add fractions quickly or to handle particularly awkward numbers such as 3/17 + 5/12.

English language arts textbooks, meanwhile, typically include six units per grade level for grades K-five, with texts and activities selected and organized around generic themes such as "culture and cultural identity," "plants and the food we eat," and "the war between the states." The goal of such units is to provide students practice with working on different types of texts and to practice developing reading and writing skills, rather than to present a coherent treatment of the nominal topic. With this in mind, districts should consider the fact that students may get a lot more from working closely on 10 items in a unit than briefly on 18, and a class might profit more from spending a month and a half each on four units than a month each on six. This prioritization of content and learning not only promotes in-depth, rigorous instruction, but allows for the additional time teachers will need to address unfinished learning needs as they arise.

In reviewing district grade-level standards curriculum leaders need to be asking not "what are the topics that need to be covered in this grade?" but "what is the importance or purpose of this topic?" It is also an opportunity to clearly illustrate examples of the level of rigor the district intends as the target for student grade-level work, and the associated language demands. At the same time, it is necessary to keep in mind that standards describe outcomes, not inputs. It is up to teachers, with support and guidance from the district, to decide which inputs are most important for building student knowledge and skills and warrant the greatest time investments.

#4. Ensure inclusion of each and every learner.

While school closures have impacted all students, some students, such as ELLs, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth, will be disproportionately affected by school closures and the unanticipated, rushed switch to distance learning. When schools are back in session, the temptation of education systems will be to pull these at-risk students out of classrooms to provide enhanced support and remedial coursework. But now more than ever, it is essential to ensure that *each and every* student has equitable access to engaging grade-level content and instructional rigor.

For example, the research shows that for students with disabilities, the level of inclusion is a strong predictor of academic growth—the greater the level of inclusion (particularly 80% or more of the day), the greater the rate of academic growth.[3] Removing students from core instruction in an attempt to remediate or catch them up is not only counter-productive, it significantly contributes to the widening of the opportunity gap and often results in students being tracked or grouped into lower grade-level and core content classes.

3 Thomas Hehir & Associates (2014, August) Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report, Boston, Massachusetts, retrieved at https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/249/Hehir%20SynthesisReport.pdf.

It is also important, when addressing the disproportionate impact of the sudden change of the learning environment for English language learners, to maintain an asset-based view of these students. This view recognizes that English learners bring to the classroom their multi-competence—their capacity to see two or more languages as part of one overall system, and to use language as a thinking tool. Moreover, students from other cultural backgrounds bring new ideas and ways to think about content that will strengthen their learning, as well as the learning of their peers. Teachers should therefore resist the inclination to "water down" instruction and assignments for ELL students—and other students with specialized learning needs. These students require the same challenging work and cognitive demands as their peers in order to develop academic skills and grow as scholars. These students also need a deliberate and sound pedagogical approach to developing their academic language to enable them to engage with grade-level content.

One way to make grade-level content accessible for all students is through the use of the principles of Universal Design for Learning (UDL). Universal Design for Learning principles are based on the understanding that students differ in the ways they are motived to learn, and that students with language and/or cultural difference, sensory disabilities (e.g., blindness or deafness), and learning disabilities all require a different way of approaching content. For example, students may learn more efficiently or mitigate the impact of a disability in classroom environments that make ample use of multiple modes of communication (speaking, listening, reading, writing) and multiple representations (ways of presenting instruction, such as pictures, diagrams, tables, graphs, visual displays), allowing students to make connections within and between concepts and facilitate the transfer of learning. Moreover, providing students with different ways to engage in and process learning (working with a peer or in small groups, conducting interviews, critiquing the reasoning of others), and to express their learning (making presentations, sharing written explanations, making a collage) helps to reduce or eliminate barriers to showing what they know and can do.

All of these classroom practices help to increase active student engagement, which is key to improving the rate of growth for all learners. Teachers should ensure that all students, therefore, have the opportunity to engage in productive struggle with Tier 1 instruction, allowing them sufficient time to make sense of a task or problem before intervening. Some students, of course, will need more time and engagement strategies (through additional opportunities to practice, review, preview, mathematics language development, routines, and just-in time vocabulary development, for example) to show growth (Tier II). And there will be students that may need even more intensified instruction to address skill deficits (Tier III). But these additional layers of support should not come at the cost of core content instruction.[4] Instead, the scaffolds that teachers employ to meet specialized student needs should be specifically targeted to an individual student's academic difficulties or language development needs and should serve to expand—not limit—their access to rigorous content and their development of higher order conceptual understanding and the corresponding academic language to convey their understanding. For more information on UDL, see Appendix B.

Finally, ensuring inclusion during this time of school closures and distance learning will require districts to fundamentally rethink their approach to family engagement. As families are increasingly expected to assist in ensuring that kids are learning from home, they have moved from being stakeholders to being critical partners in the central work of teaching and learning. Moving forward, districts will therefore need to provide parents with more detailed and timely information on instructional approaches and learning expectations—not only as a matter of good policy and public relations, but in order to ensure that learning continues in whatever circumstances the next few years bring.

4 For more information on using Multi-tiered Systems of Support, see Common Core State Standards and Diverse Urban Students: Using Multi-Tiered Systems of Support.

#5. Identify and address gaps in learning through instruction, avoiding the misuse of standardized testing.

The first instinct of many districts will be to immediately test students upon their return to school in order to gauge their academic level and needs. This would be a mistake for many reasons. To begin with, districts should focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to reengage students in school, emphasizing the importance of the school community and the joy of learning. Administering tests too soon undermines both of these objectives. Moreover, testing appears to put the onus of learning losses on the students themselves—the resulting label of "deficient" or academically behind may very well further alienate and isolate the students who most need our support.

Districts also need to ensure that assessment data are not misinterpreted or misused by teachers or administrators. Computer adaptive and standardized assessments should not be considered broad diagnostic assessments. While assessment companies tend to sell their products as providing "diagnostic" information for every child, this is not how they are structured or designed. What they do provide is a way to measure growth over time, allowing us to monitor trends in the learning gaps between student groups (lower and higher performing students) and cohorts of students (e.g., last year's fourth graders and this year's fourth graders).

Teachers and administrators far too often end up confusing scale scores with a student's capacity to learn. Based on standardized assessment data, teachers place kids into high or low ability groups or provide low levels of instructional rigor to lower performing students. This is not an effective strategy for addressing unfinished learning, and not an appropriate use of assessment data. A large number of assessments also fall short in terms of accurately assessing the learning needs of diverse learners such as ELLs, as unfinished learning for English learners goes beyond content-area expectations to include language acquisition and development. Moreover, the all-too-common exclusion of some diverse learners from benchmark administrations results in a lack of baseline data to measure potential learning loss.

In contrast, each of the principles covered thus far concern maintaining the integrity and rigor of instruction even amidst widespread disruption in schooling. It is only through strong, grade-level instruction—for all students—that districts will be able to effectively and equitably identify and address unfinished learning.

In other words, districts should approach assessments as temperature checks. A thermometer can identify when someone has a fever, but it takes a doctor, armed with this data, to probe further and identify what is causing the fever and how to restore a patient to health. Similarly, teachers should use assessment results to alert them to the fact that students have unfinished learning. But it is ultimately up to the teacher to identify where the gaps in essential learning exist, and what additional scaffolding and support is required. Strong, attentive instruction, with embedded formative assessment, thus enables teachers to respond to student needs in real-time, and in the context of grade-level standards, rather than defaulting to wholesale remediation. Moreover, this type of attention and responsiveness, particularly among teams of different types of teachers (such as special education teachers, bilingual education teachers, etc.) working together, provides a more complete picture of the educational needs of diverse learners. For English learners in particular, educators working to address unfinished learning while delivering grade-level instruction need to discern whether learning challenges are due to gaps in the understanding of content, language acquisition, or both.

It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year. But it is more important than ever to ensure that students have had an initial period of a few weeks to reacclimate to the school setting, and that teachers are given careful guidance on what the data means—and what it doesn't—and how the results should drive instruction.

#6. Capitalize on commonalities, not differences.

It is important to recognize that the prolonged interruption in schooling will have affected some children more than others. For example, the hiatus will likely have a greater adverse impact on students with disabilities (SWDs), English learners, students who are homeless or in transitional living situations, or students from low income backgrounds who receive free or reduced-price meals through school and/or may not have easy access to computers to engage in distance learning. Other students may be dealing with issues of psychological stress, abuse, domestic violence, suicide, or parental job loss. Those issues must be recognized, and schools will need to attend to the emotional wellbeing of students as they re-engage them in academic content.

However, whatever differences exist in the experiences and resulting academic needs of children during this crisis must not be the starting point for instruction in the coming school year. Rather, as educators we should capitalize on the shared experience of living through a pandemic, as well as the more recent social justice protest movement, as a learning opportunity. The virus, school closures, social distancing, and nationwide protests have created new common experiences that can serve as the basis for work across subjects in the first weeks of school. The assignments associated with this real-world learning opportunity should emphasize improving the quality of what students produce using collaborative (and perhaps digital) feedback and revision cycles. Grading, moreover, should be based largely on validating revised student work rather than on "measuring" the student. This will allow schools and teachers to reengage students, directly address student and adult hardship, stress, or trauma, and resume instruction in a way that feels contextualized and responsive, helping students comprehend the world around them. This will also provide educators with a way to focus on grade-level texts and content that are less dependent on prior learning and are engaging and topical enough to reaffirm students' understanding of themselves as members of a learning community.

The most immediate applications are in the realm of science education. The COVID-19 pandemic offers a unique opportunity for students to learn about how science works and to reaffirm the place of science in an informed society. The present situation has highlighted a major division across the American public in its belief and trust in science and its understanding of what constitutes scientific evidence. Scientific literacy is a critical need in a world in which the future depends on collective action based on science rather than on political ideology or self-interest.

A third-grade unit, for example, might focus on personal and community health: the human body, growth, health practices, roles played by health care professionals in the prevention of disease and the maintenance of good health. A fifth-grade unit might focus on scientists as detectives solving mysteries in medical, geological, and ecological research. An eighth-grade unit might have an epidemiology CSI focus[5]: What are causes and patterns of health and disease events? What questions do scientists ask when there is evidence of unexplained illness in a community? What clues do they look for? What is a hypothesis? How do they arrive at hypotheses to test?

There is also ample opportunity to cover the current crisis in the context of English language arts, mathematics, and social studies. In mathematics, for example, this suggests a unit on Data Science—a study of the graphs and tables featured in the news and analysis of linear versus exponential growth, or an exploration of the mathematics of social distancing. In other classes students may read nonfiction texts or literature about past epidemics and the impact of disease outbreaks on history, or be asked, in writing or classroom discussions or presentations, to grapple with issues related to our health care system, the manner in which different countries and forms of government respond, the definition and importance of eliminating xenophobia and racial discrimination, and ensuring social justice.

5 Montclair State University has a program that promotes epidemiology education for middle and high school students with teaching materials for grades 6-12 in English and in Spanish. http://www.epiedmovement.org/detectives.html.

Supporting Grade Transitions through Strategic Instruction

How to identify essential learning

As discussed earlier, to effectively address unfinished learning curriculum leaders will need to provide guidance to teachers on what is most important to teach within the major curricular domains at each grade level, and where teachers should invest their time, resources, and effort. Moreover, because it is inadvisable (and impossible) to try to teach every missed concept all at once, it is necessary to prioritize the concepts and skills that are of immediate importance in helping students access grade-level work.

In making these determinations, curriculum leaders should start by asking a series of questions to determine the significance of a given unit or lesson:

1. Does the content extend work from earlier units and grade levels?
2. Does the content extend into future content?
3. Does the unit help students deepen conceptual understanding and subject area expertise, such as expertise with mathematical practices or reading comprehension?
4. Is this content that students need to know right now in order to continue learning grade-level subject matter?

At the same time, in order to prioritize units and lessons, there are a number of features or qualities that mark content as inherently lower in priority. For example, in mathematics there may be units that cover specific answer-getting tricks or methods that do not build expertise in deeper mathematical principles and concepts, or time spent devoted to enhancing a student's speed in producing a calculation. There are also topics that make a cameo appearance for two to three days and then disappear for years, or topics that are only ever introduced once, and don't lead to further or deeper mathematics—academic curios and cul-de-sacs. These are the areas that can and should be cut out in the name of maintaining in-depth instruction that builds true conceptual knowledge, rather than a superficial survey of topics.

In English language arts, instruction is often organized around strategy-based instruction. That is, teachers provide direct instruction on comprehension strategies and have students practice and focus on them in isolation instead of teaching students how to use these strategies in service of gaining meaning, developing vocabulary, and building knowledge from the text. Instead of taking students through a litany of practice activities and thematic units, teachers should focus on topic texts that build knowledge and employ text-dependent questions that engage students deeply with the text and build understanding. Ultimately, the learning goal across all grade levels is to cultivate every student's ability to read with understanding and to gain knowledge and skills through the careful study of grade-level texts not only in English language arts, but across all content areas. Moreover, students should develop the ability to consolidate and evaluate what they have heard or read, and to clearly express this understanding orally and in writing.

In the following sections, we apply this process to identify instructional priorities in mathematics and English language arts for a set of key grade-level transitions.

Instructional Priorities in Mathematics for Key Grade-Level Transitions

Grade-level work in mathematics makes extensive use of knowledge and skills taught in prior grades. The priorities below identify knowledge and skills from prior grade spans most needed—and most likely to show up as unfinished learning—as students engage in grade-level work.

We illustrate this relationship through a series of conceptual maps. The map of each grade band identifies the priorities for re-engaging students with the conceptual knowledge that constitutes the understanding of that grade. They show this for crucial transition grades—grade three, grade six, Algebra I, and Geometry. For example, the 'K-two into grade three' map illustrates how Kindergarten through grade two knowledge develops into grade three to five knowledge. It is to help third graders re-organize, revise, and solidify this prior knowledge into their current learning. The third-grade teacher's job is to re-engage what is mapped as it emerges in student responses to grade-level math. This is how the past learning shows up in the present. The same is true for the sixth-grade teacher, as it is for Algebra I and Geometry teachers.

Each cluster of circles represents a coherent system of related ideas, smaller conceptual knowledge areas that together converge in the larger, most general, understanding that students take with them from the earlier grade span into their new grade-level work. This is the what plugs into the new grade level. The learning is normally uneven and unsettled, often insecure and dependent on the contexts in which it was learned. The work of the new grade level is to take this uncertain learning or under-developed learning, incorporate it into new, closely related ideas to deepen and secure the prior learning.

- Orange: Major domain of conceptual understanding strongly interactive with new grade-level concepts
- Green: Important component concepts of the major domain to be further developed in new grade level
- Blue: Critical correspondences across the mathematical representations used in the major domain
- Lines: Proficiencies with mathematical language, representation, techniques and tools to be developed during work in major domains. Development of these proficiencies is distributed across grades, units and lessons… not confined to the study of one topic.

The key to prioritizing learning is to move beyond grade-level check lists and instead think of progressions of important learning that cut across grade levels. Kindergarten teachers can see the priorities for them to focus on the foundations of the grade two span, while first grade teachers build on the unfinished learning from Kindergarten and solidify. Grade two and grade three teachers span critical transition points, so it is important that they look both back at Kindergarten through grade two and forward to grades three through five priorities.

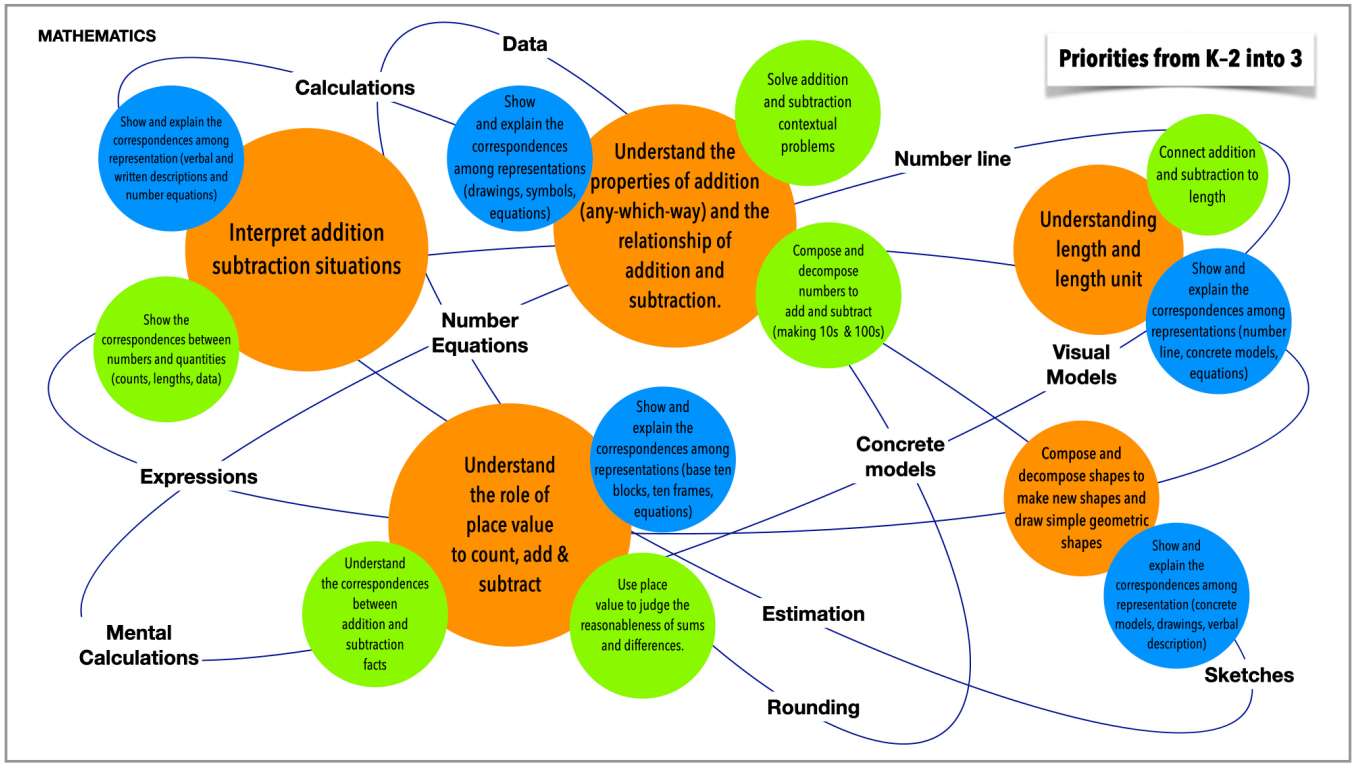
It is also important to keep in mind that as we interact with students while introducing grade-level content, we want to give them a chance to productively struggle and to demonstrate what they know and are able to do. This means not making assumptions about what students can or cannot do. Instead, we need to provide the support they need just in time when we try to teach them grade-level concepts. We must assume and expect variety of ways of thinking and respond accordingly. The four levels of support described below are intended to help teachers respond to students' attempts to work on grade-level tasks.

- For students whose struggle with grade-level assignments and language demands becomes unproductive:
  - Provide extra feedback on student work and pose questions that push students to articulate their thinking and to compare solutions and strategies. Teachers should also include explicit summaries in the classroom while working on grade-level tasks. These approaches require that teachers use discussions and questioning to informally determine the need for additional just-in time support.

- For students who need specific prior knowledge and language demands for a grade-level assignment:
  - Provide just-in-time instruction that does not disrupt the flow of each lesson. This requires that teachers understand how mathematical concepts and skills progress over time so that lessons include time for re-engagement without significantly interrupting the flow of classroom instruction.
- For students who need a more significant chunk of specific prior knowledge and language support for a grade-level unit:
  - Provide extra teaching of underlying mathematical concepts and skills connected to the grade-level unit using mini-lessons or centers, and spend extra time with students providing explicit feedback on their thinking and tutoring (including peer-to-peer tutoring) during each lesson. This requires that teachers engage in prior planning to provide additional just-in time instruction.
- For students who need sustained conceptual understanding and language support to stay engaged in grade-level work:
  - Provide supplemental instruction beyond the regular class that will support student's success with grade-level work. This requires that teachers engage in prior planning to understand how concepts and skills progress over time so that the supplemental instruction explicitly strengthens the foundational concepts and interconnected language functions needed to access grade-level work in mathematics.

Transition to Grade Three

The following conceptual map illustrates how students develop expertise with the eight Mathematical Practices and proficiency with the mathematical language, representations, techniques, and tools in the transition from Kindergarten through grade two into grade three.



In the transition to grade three, students will be expected to:

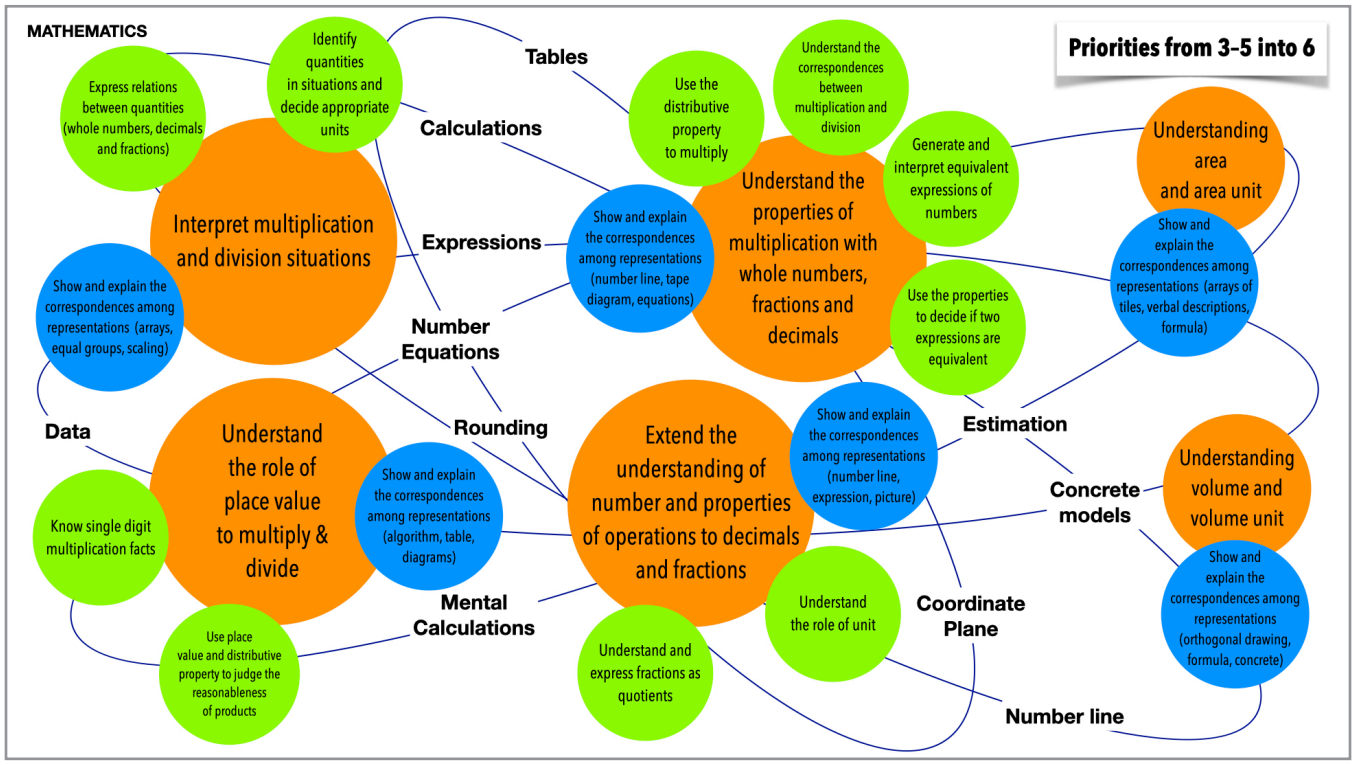
- Understand the properties of addition (any-which-way) and the relationship between addition and subtraction
  - Apply the properties of addition, the relationship to subtraction and interpretation of addition and subtraction situations to solve contextual problems
  - Compose and decompose numbers to add and subtract, making 10s and later, making 100s. Express mental calculations with number equations.
  - Show and explain the correspondences among representations (drawings, symbols, equations)
- Interpret addition subtraction situations (add to, take from, put together and take apart, compare), and express the corresponding additions and subtractions as number equations
  - Show the correspondences between *numbers* (and *sums* and *differences*) to quantities of objects, measurement units and data
  - Show the correspondences among calculations, number equations and expressions, concrete and visual models for addition and subtraction.
  - Show and explain the correspondences among representations (verbal and written descriptions, concrete and visual models, and number equations)
- Understand the role of place value in counting, addition and subtraction;
  - Know single digit addition facts and corresponding subtraction facts.
  - Use place value understanding to estimate, round, calculate and judge the reasonableness sums and differences.
  - Show and explain the correspondences among representations (base ten blocks, ten frames, equations)
- Understanding length and the idea of a length unit
  - Connect addition and subtraction to length, both in context and on a number line
  - Show and explain the correspondences among representations (number line, concrete models, equations)
- Compose and decompose shapes to make new shapes, draw simple geometric shapes.
  - Show and explain the correspondences among representation (concrete models, drawings, verbal description)

Examples of Instructional Strategies for Supporting Unfinished Learning

- When teaching adding fractions on the number line, it is worth the time to re-engage adding whole numbers on the number line. Re-engage the knowledge that the numbers on the line refer to unit lengths, knowledge that surely will be unfinished or insecure for most third graders. The fractions on the number lines are numbers, so they, too, refer to lengths, and students will wonder what the units are that denominate these lengths. Teachers should help them see how and why adding unit fraction lengths works the same as adding whole numbers on the number line.
- When multiplying whole numbers in grade three, teachers should introduce the area model. The product is the number of equal unit areas in the area defined by the side lengths (the factors). Students will wonder how this area model of multiplication works when the factors, i.e. the side lengths are less than 1, the side length of the unit area, and this will help further their conceptual understanding.

Transition to Grade Six

The following conceptual map illustrates how students develop expertise with the eight Mathematical Practices and proficiency with the mathematical language, representations, techniques, and tools in the transition from grades three through five into grade six.



In the transition to grade six, students will be expected to:

- Extend whole number arithmetic, the properties of operations and number lines to decimal numbers and fractions.
  - Understand the role of units (what is being counted or measured: what the number 1 refers to) on the number line (3 means 3 of the unit length from 0 to 1), in place value units (digits in each place show how many of the place value unit, e.g. 30 means 3 of 10 where 10 is the place value unit,...), and in unit fractions (3/4 means 3 of ¼ where ¼ is the unit)
  - Understand a fraction as a quotient, and express quotients as mixed numbers rather than with remainders
  - Show and explain the correspondences among representations (number line, expressions, picture)
- Understand the properties of multiplication, with whole numbers, fractions and decimals.
  - Understand the relationship between multiplication and division
  - Generate and interpret equivalent expressions of numbers: equivalent fractions, decimal equivalents of fractions
  - Use the properties to decide if two expressions are equivalent, e.g., is 6x7 equivalent to (6x5) +(6x2)?
  - Use the properties and equivalent expressions to make multiplications and divisions easier to calculate and to compare solution methods

- Compose and decompose numbers used with the distributive property to multiply including mental calculations
- Show and explain the correspondences among representations (number line, tape diagram, equations)

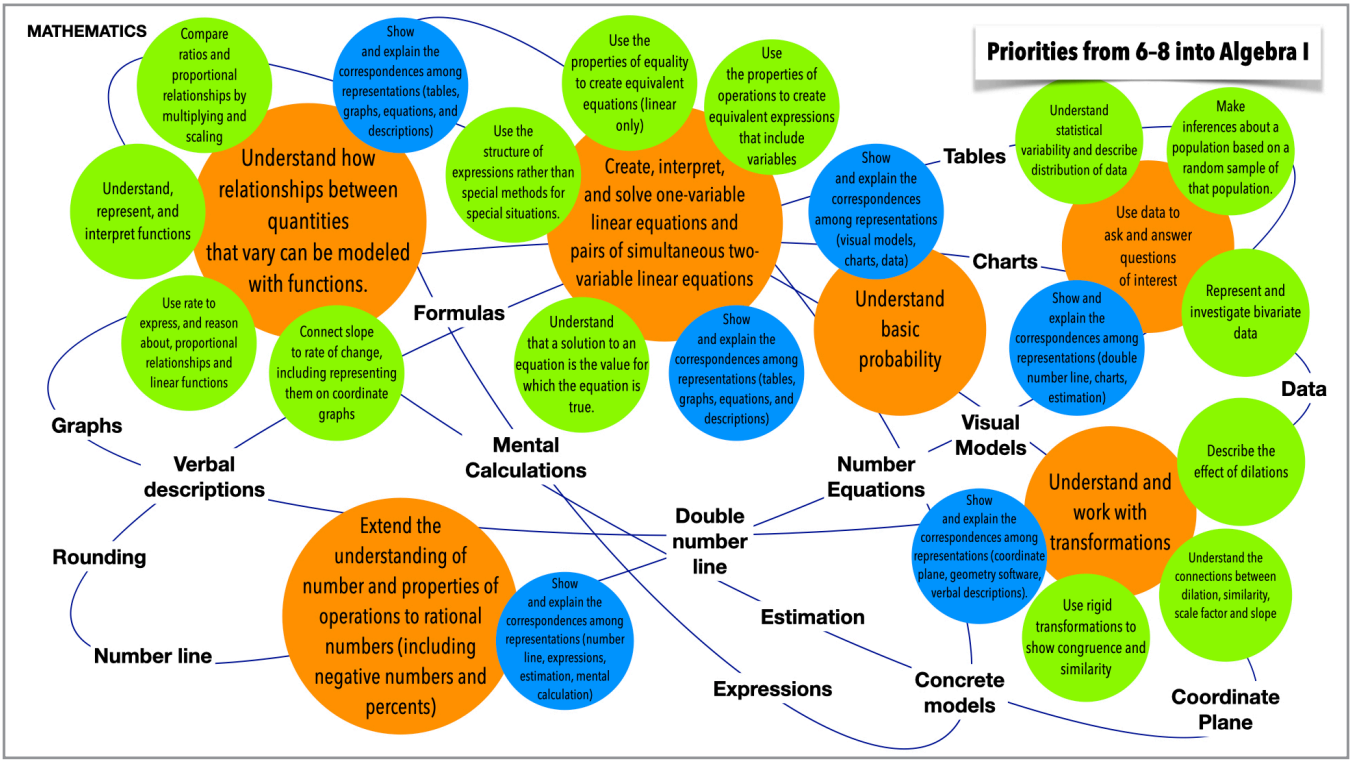
- Understand the role of place value in multiplication and division
  - Know single digit multiplication facts
  - Understand and calculate products of "very round numbers," like 50 • 700, and apply this knowledge with the distributive property to estimate, judge reasonableness of solutions and calculate multi-digit products
  - Show and explain the correspondences among representations (algorithm, table, diagrams)
- Interpret multiplication and division situations (sharing and equal groups, area and array, compare)
  - Express relations between quantities in situations in number equations. Initially, with whole numbers, then decimals and fractions
  - Identify quantities in situations and decide appropriate units, use number line to represent quantities with appropriate units, use units to scale number lines, manage units in calculations
  - Show the correspondences among visual diagram, table, graph and formula or equation for a given problem. Show how questions can be answered using different representations.
  - Show and explain the correspondences among representations (arrays, equal groups, scaling)
- Understand area and the idea of an area unit; use multiplication to determine areas in contextual problems, and use areas to represent products in reasoning about the distributive property
  - Show and explain the correspondences among representations (arrays of tiles, verbal descriptions, formula)
- Understand volume and the idea of a volume unit; use multiplication to determine volumes in contextual problems
  - Show and explain the correspondences among representations (orthogonal drawing, formula, concrete models)

Examples of Instructional Strategies for Supporting Unfinished Learning

- While teaching proportionality in grades six and seven, tables of paired values can be used for quantities in a proportional relationship. The paired values show equivalent ratios. It is a good occasion to re-engage equivalent fractions, which also pair values—the numerator and denominator—that are equivalent in that each fraction has the same quotient; that is, it represents the same number.
- Going more deeply into multiplication, teachers should re-engage the multiplication table by having students explore and articulate in oral or written form why any two rows in the table have the same pattern as equivalent ratios and equivalent fractions.
- The underlying conceptual relationship with multiplication of scaling and scale factor (grades six through eight) with multiples and generating fractions with common denominators (grades three and four) is well worth the time for all students: some will benefit from revising and upgrading unfinished learning, some will deepen insights into the underlying coherence of mathematics.

Transition to Algebra I

The following conceptual map illustrates how students develop expertise with the eight Mathematical Practices and proficiency with the mathematical language, representations, techniques, and tools in the transition from grades six through eight into Algebra I.



In the transition to Algebra I, students will be expected to:

- Understand how relationships between quantities that vary can be modeled with functions:
  - Show and explain the correspondences across representations of functions: equation, table, graph, diagram and "real-world" situation. Show how questions can be answered using different representations.
  - Extend understanding of number line and units to create coordinate graphs
  - Understand the slope of a line and how it relates to rate of change
  - Extend comparison by multiplication and scaling to ratios and proportionality
  - Use rate in expressing proportional relationships. Extend understanding of rate and proportionality to linear functions.
  - Understand how functions determine only one output for each allowable input
  - Show and explain the correspondences among representations (tables, graphs, equations, and descriptions)

- Use the properties of operations, properties of equality and general principles of algebra rather than specialized techniques for specialized problems to create, interpret, and solve one-variable linear equations and pairs of simultaneous two-variable linear equations.
  - Use the properties of operations to create equivalent expressions that include variables
  - Use the properties of equality to create equivalent equations (linear only)
  - Use the structure of expressions rather than special methods for special situations
  - Understand that a solution to an equation is the value for which the equation is true. Emphasize what the solutions refers to in the problem context.
  - Represent the relationships among quantities in a problem
  - Show and explain the correspondences among representations (tables, graphs, equations, and verbal descriptions)

At the amusement park adult tickets cost $6 each. Child tickets cost $4 each. At the end of the day 100 tickets were purchased. The total amount paid for these tickets was $470.

1. What are the quantities in this situation? Which quantities vary and which ones stay constant?
2. Create a system of equations that describe the relationships between these quantities.
3. Graph your equations to describe the relationships of the quantities
4. What is the meaning of the solution to your system of equations?

- Use percent to make sense of quantitative situations and solve problems with percent
- Extend understanding of numbers, the properties of operations, and the number line to include rational numbers including negative numbers
  - Show and explain the correspondences among representations (number line, expressions, estimation, mental calculation)
- Understand and work with transformations
  - Use rigid transformations to show understanding of congruence and similarity
  - Describe the effect of dilations
  - Understand the connections between dilation, similarity, scale factor and slope
  - Show and explain the correspondences among representations (coordinate plane, geometry software, visual models, verbal descriptions)
- Develop the concept of probability, sample space and subset of sample space. Connect probability to proportionality.
  - Show and explain the correspondences among representations (visual models, charts, data)
- Use data to ask and answer questions of interest
  - Understand statistical variability and describe distributions of data
  - Draw random samples and understand how a random sample enable inferences about the sampled population. Informally compare populations.

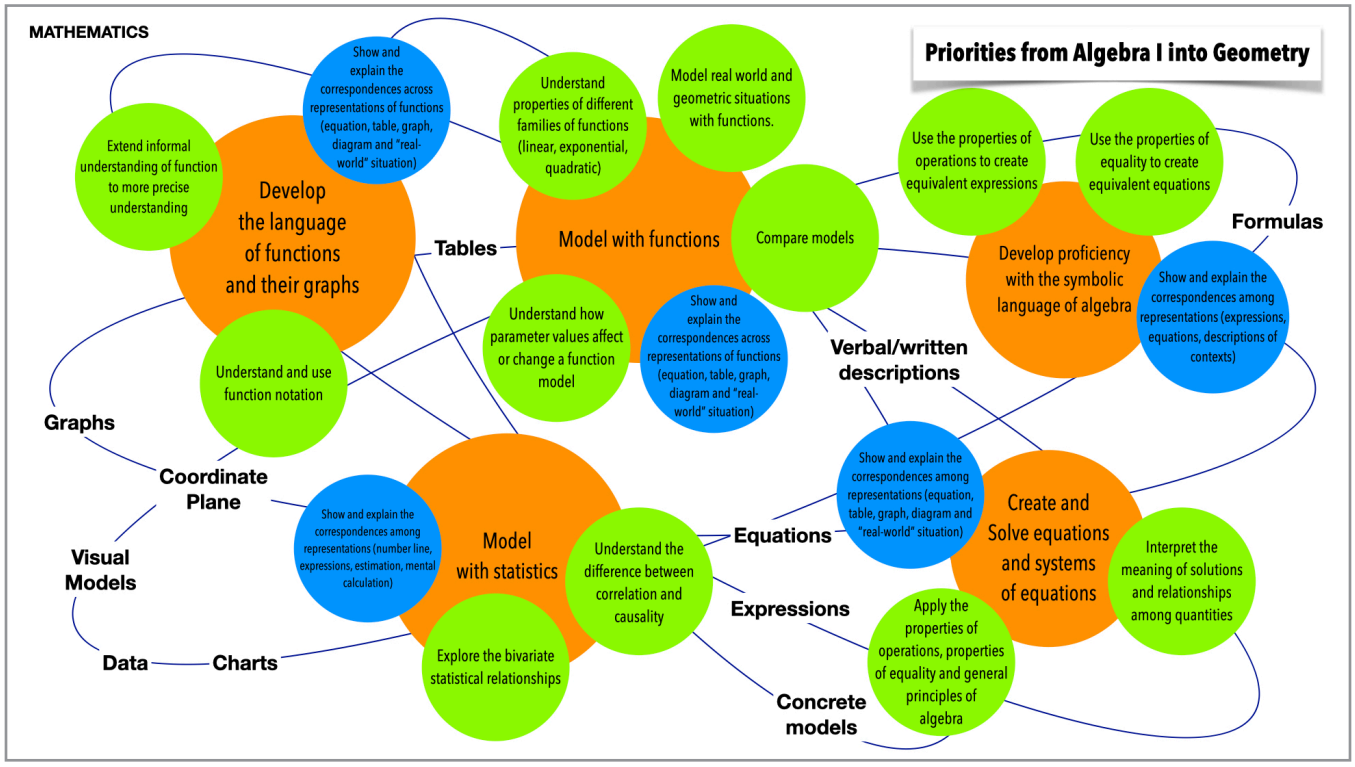
- Represent bivariate data in tables and graphs and investigate associations in bivariate data including informal linear models
- Interpret and represent data in tables, graphs and charts
- Show and explain the correspondences among representations (double number line, charts, estimation)

Examples of Instructional Strategies for Supporting Unfinished Learning

- Expressions and equations are built from adding, subtracting, multiplying, dividing, using exponentiation and radicals to create other expressions and equations. Teachers can revisit this idea by having students explore this transition from arithmetic expressions to algebraic expressions. Students will re-engage the properties of operations and equality with number expressions and equations while investigating algebraic expressions and equations. Given that the distributive property is a major source of bugs in student work with algebraic expressions, teachers should illustrate this concept using numbers.
- While teaching systems of equations prior to Algebra, teachers should re-engage prior knowledge of how a graph represents the relationship between two quantities: *How do the two axes relate to the two quantities in an equation? What does the graph of each equation represent?* The graph shows points. Each point refers to one value on the horizontal axis and one value on the vertical. These pairs of values are the solutions to the equation. A line shows infinite solutions. *How does the intersection of the lines for the two equations relate to the solution of the system of equations?*

Transition from Algebra I to Geometry

The following conceptual map illustrates how students develop expertise with the eight Mathematical Practices and proficiency with the mathematical language, representations, techniques, and tools in the transition from Algebra I into Geometry.



In the transition to Geometry, students will be expected to:

- Develop the language of functions and their graphs
  - Extend informal understanding of function to more precise understanding, including exactly one output for each input that belongs to the defined domain
  - Understand and use function notation
  - Show and explain the correspondences across representations of functions: equation, table, graph, diagram and "real-world" situation. Show how the mathematical representations can illuminate the real-world situation being modeled by the function.
- Model with functions
  - Understand properties of different families of functions and how they can be used to model different kinds of phenomena
    - linear
    - exponential, especially for modeling exponential growth
    - quadratic
  - Understand how parameter values in a function model correspond to features of the real-world situation, and how changing the value of the parameters change the graph of the function and the fit to the situation being modeled.
  - Model real world and geometric situations with functions. Relate features of the function to features of real-world quantities and their relationship such as intercepts, shape, minima and maxima.
  - Compare models
  - Show and explain the correspondences across representations of functions (equation, table, graph, diagram and "real-world" situation)
- Model with statistics
  - Explore the bivariate statistical relationships. Model the data with functions and find lines of best fit using technology.
  - Understand the difference between correlation and causality
  - Show and explain the correspondences across representations (using two-way tables, scatterplots, lines of best fit)
- Create and solve equations and systems of linear equations
  - Interpret the meaning of solutions and relationships among quantities
  - Apply the properties of operations, properties of equality and general principles of algebra rather than specialized techniques for specialized problems
  - Show and explain the correspondences across representations (equation, table, graph, diagram and "real-world" situation)

- Develop proficiency with the symbolic language of algebra. Become comfortable with simple cases such as 2(x+5) = 2x+10 or 2n - n + 5 = 3n + 2 is equivalent to 3 = 2n. Develop the habit of working thoughtfully, with purpose and without haste. Avoid technically complicated tasks such as: Simplify x/(1-xy) + 2xy = 1/(1-1/x), Factor 19x^2-7x + 39, Expand (x+2)(y^2-3x+x^3)(2y-x)
  - Use the properties of operations to create equivalent expressions (e.g., to gather like terms, distribute and factor expressions with variables, reorganize expressions to reveal structure or facilitate solutions)
  - Use the properties of equality to create equivalent equations in the solution of equations
  - Show and explain the correspondences across representations (expressions, equations, descriptions of contexts)

Examples of Instructional Strategies for Supporting Unfinished Learning

- When re-engaging prior work with graphs during Algebra, it is important for teachers to look ahead as well as back to earlier courses. Student work with graphs in the coordinate plane during Algebra I will be critical support for work with transformations in Geometry. The shape and location of the graph of a function can reveal important properties of the relationship between quantities that vary in a problem situation. As students interpret the graph by explaining how their thinking makes sense in a problem while referring to the quantities in the problem, teachers can use this opportunity to focus the discussion on the scales that form the coordinates of the graph as extensions of number line concepts.
  - Later, while working with transformations in Geometry, students will re-engage with the coordinate system from a fresh perspective. This re-engagement is a good opportunity to develop unfinished learning as well as deepen insights that will be important in future course work studying the graphs of functions.
- Formulas for area, perimeter, circumference and other geometric measures share an important property with functions: formulas give a unique output for a given input. To be functions, they need to also specify a domain. The formula $A = \pi r^2$, gives A, the area of a circle, as a function of r, the radius when the domain for r is defined. Students' familiarity with the use of geometric formulas from elementary and middle grades can help support their understanding of functions in grade eight and Algebra. This work with functions in Algebra will then support more advanced use of formulas in Geometry.
  - In Geometry, relationships among geometric measures can often be defined as functions. This is a good opportunity for teachers to make these connections explicit to strengthen student understanding of functions.

Instructional Priorities in English Language Arts for Key Grade-Level Transitions

In ELA/literacy, the question of unfinished learning calls for a somewhat different course of action from mathematics. Competencies in speaking, listening, language use, reading, and writing are fundamentally interrelated, and are the sustained focus of teaching and learning across all grade levels. Moreover, the foundational skills that are regarded as the cornerstone of literacy (print concepts, phonological awareness, phonics, word recognition, and fluency) must be systematically taught and robustly practiced, unit after unit and year after year, in a research-grounded sequence supported by complex text. While it is the major focus of instruction during the years of primary school (Kindergarten through grade three) when students are being taught to read, teaching foundational skills—no matter the grade—should be done in tandem with addressing the rest of English Language Arts until reading is automatic and fluent.

Intentional redundancy is threaded throughout these strands and across grade levels—and throughout this section—for that reason. In light of the interconnected design of the ELA/literacy standards, our delineation of the instructional priorities in the transition grades will be framed and addressed using the repeated categories of **Foundational Skills, Reading/Listening,** and **Writing/Speaking**.

We will be addressing areas of possible unfinished learning and the essential skills and concepts in these categories at three key transition periods: from grade two to grade three, from grade five to grade six, and from grade eight to grade nine.[6] These grade-level demarcations represent the culmination of a series of iterative learning experiences that signal a milestone in student readiness to read, understand and respond to more complex ideas and concepts as they encounter increasingly more complex, rich literary and informational text and increased sophistication of tasks.

In identifying student behaviors or indicators that signal incomplete or unfinished learning, it is worth underscoring the principles presented in the first section of this report. Unfinished learning does not mean a lack of aptitude or capacity to learn. It is not a deficiency at all, but rather an opportunity for teachers to take students from where they are through targeted, just-in-time instruction rather than resorting to wholesale remediation. In this section we therefore provide not only the indicators of unfinished learning, but a sampling of the instructional strategies teachers can employ to both **reinforce** the knowledge and skills students bring with them to the classroom, and to **develop** those skills and concepts they have yet to master.

We begin our discussion of foundational skills, reading/listening, and writing/speaking with a brief summary of essential skills that can be expected at each major transition point in schooling. Next, we describe ways that unfinished learning can be detected in student work or behavior, and finally we offer suggestions for possible responses at four levels of instructional need:

- For students who exhibit momentary hesitancy or uncertainty, we recommend just-in-time scaffolding, support, or corrective feedback to help students overcome this uncertainty within the context of a grade-level lesson.
- When it appears that students are having difficulty handling grade-level materials because they are out of practice in reading or writing, and it is more than can be handled in the flow of a lesson, we recommend strategies such as shortening the grade-level focus text so it is more manageable, and planning mini-refresher lessons to help students get back on track (e.g., preview, review, opportunities to practice, contextualized front loading of strategically selected academic vocabulary, and linguistic structures).

6 Hernandez 2011—Students who are not proficient in third grade are 4 times less likely to graduate on time. Lesnick et al 2010—third grade scores are predictive of 8th grade scores, high school, & college enrollment. Fletcher and Lyon 1998—74% of third graders who read poorly will still be struggling in ninth grade.

- When students appear to have serious gaps in crucial skills and practices in reading and writing that make it difficult to access grade-level instruction, teachers should plan for explicit instruction that is designed to teach those skills using grade-level complex text as the source of the 'just in time' learning whenever possible. Teachers can collect and and use data to check for rate of progress. This instruction should be standards-aligned and carefully targeted to prepare students for tackling grade-level reading or writing classwork.
- For students who exhibit the need for instructional attention in reading or writing beyond that which teachers can provide in the context of grade-level instruction, a master school schedule needs to be built that allows for additional support beyond ELA classroom time to address these needs. For example, a double block of ELA that provides intensified and targeted instruction for students; or a WIN block (What I Need) where students get additional support **in addition** to core instruction. Students should never be removed from core instruction to be provided intensified support. A multi-tiered system of support ensures that all students are included in core instruction—grade-level content and work while providing addition time and opportunities to intensify instruction in targeted areas. Effective collaboration between EL teachers and general education teachers can focus the designated English language development instruction on specific language acquisition needs. Addressing instructional needs should never come at the cost of equitable access to age- and grade-appropriate educational opportunity and growth.

Transition to Grade Three

Foundational skills

By grade three the expectation is that students will have developed automaticity in decoding and word-recognition, and will have learned and had sufficient practice using foundational phonics skills to be able to independently read stories and short informational texts with enough understanding to be able to recount stories and to ask and answer who, what, when, where, and how questions to demonstrate their understanding of details from the text. English Learners, regardless of the grade they first enroll in the district, will need to acquire the foundational phonics skills specific to English, building on the phonemic inventories of their home language(s). They may therefore be on a different trajectory in mastering English phonetic patterns.

Specifically, at the beginning of the third grade, students should be able to:

- Read third-grade text fluently: with accuracy, at the appropriate rate for the nature of the text, and with prosody—that is, with intonation, rhythm, pitch, and inflections that indicate the child grasps the meaning of what he or she is reading
- Recognize and read words that contain taught phonetic patterns automatically at first sight. High frequency words should be memorized to the extent that they are recognized on sight and are read with automaticity.
- Read words with common suffixes and prefixes, as well as irregular sound and spelling patterns and should begin to read words with greater automaticity

In third grade reading, unfinished learning may be manifested in various ways. Teachers should expect to spend more time working on quality texts and providing instructional support in the following ways:

- If students have difficulty reading short texts at the beginning of the third grade, teachers can provide a quick reminder of how to read or approach the specific words or morphological features students are finding difficult. Teachers should plan on spending more time working with texts in class to allow for this just-in-time support for students whose skills may be a little rusty at the beginning of the school year. The teacher should also take note of repeated problems with particular words or morphological features that keep appearing and address these in subsequent lessons. For students who are new to English, this additional support should be bifurcated into the unfinished learning relative to the grade-level content and the required instruction to build the student's English proficiency from the current stage of language acquisition.
- If students appear to have difficulty recognizing words they should know by sight and need more help than can be provided without interrupting the flow of the lesson, teachers should plan refresher lessons on those skills for a later time. If the teacher is aware of particular areas of unfinished learning, they should review and plan for upcoming classroom reading to be sure to include practice on those areas just in time for the classroom work.
- Students who exhibit more trouble with reading and word recognition, such as students who read very fast, blurring words, or those who read word by word without expression or attention to punctuation, may need some systematic instruction and practice on those skills. Teachers will need to work with these students on understanding the relationship of words, phrases, and other meaningful units. For example, emphasize how reading with expression and the function of punctuation in reading helps convey meaning to the listener. Show how the same phrase read with different intonation can change the meaning of text. Since decoding with automaticity is prioritized in second grade, it is important for students to get continuous opportunities for practice in areas such as phonics, high-frequency words, sounds, and spelling patterns. Teachers should provide reading instruction that connects foundational skills to meaning-making and provide ample opportunities for student practice with high frequency words, long and short vowel sounds, and decoding.
- Students who have difficulty sounding words out or recognizing words out of context or have few or no strategies for dealing with single or multiple syllable word will need additional support and instruction, in addition to core, that addresses these foundational reading skills. These opportunities can be presented through small group instruction or learning centers. Collaborating with EL teachers in the planning or in the delivery of instruction for English learners would help address the specific foundational reading skills that students need to map the English phonemes onto their existing linguistic knowledge. For English Learners, learning new sounds will be occurring at the same time they are learning new words, requiring a close connection of both instructional activities. In other words, sounds would be taught within the context of words and words within the context of meaning.

Reading/listening:

Third grade students are expected to independently read relatively more complex texts than they do in the second grade. At the beginning of the third grade they should be able to:

- read stories, poems, and informational texts from the lower end of the grade two to three complexity band with relative ease and understanding
- read beginning grade-three-level texts orally with fluency, accuracy and expression
- listen to read-alouds and actively participate in discussions about the text
- ask and answer questions about key details in a text they have read or listened to as a read-aloud
- describe how key points are supported by details in a text
- express thoughts or ideas about a text in small or group discussions

- keep track of events, activities or ideas discussed in a text and be able to recall them in order
- visualize the events described in a text

In reading activities, teachers can spot issues related to unfinished learning when children have difficulty following a read-aloud or understanding the texts they are reading themselves. When teachers ask children questions about the texts, they can both determine student strengths and identify places where students may need some extra instructional attention or practice. Different levels of instructional support may be called for depending on the circumstances and evidence of student need:

- If students appear to have difficulty responding to questions regarding details in a story or text they have been reading, teachers should try to reframe the question to prompt the student to take a different approach. For example:
  - When students respond with one word or short phrasal answers to questions, provide linguistic frames to support students in expressing their responses. Additional support would be for the teacher to provide an expanded rephrasing of their response, which would provide them useful modeling of the response called for in writing. Both the linguistic frames as well as the expanded rephrasing are modeling strategies that are particularly useful for struggling learners, students with disabilities, and English learners.
  - If students have difficulty following a sequence of ideas or illustrating how a specific sequence comes together to produce a final outcome, teachers can use text-dependent questioning frames to support them: What is the author describing in a text? In what order does the author provide the information? What signal words tell you what the particular order is? What do you think the author is trying to get you to understand by presenting the information in this way? Why do you think that? Can you read the parts in the text that shaped your thinking in this way?
- If students have difficulty making inferences about the text they have been reading, keeping track of who did what, keeping track of events in the order in which they occurred according to information given in the text, or making predictions as to what is likely to happen next without prompting, they may need a refresher on text interpretation, which would take longer to do than is possible during a lesson. In such cases, teachers should consider additional instruction they can offer students at another time. Specifically:
  - Students may need explicit instruction in how to read texts for information or follow a storyline. For example, teachers can show students to identify signal words that convey passage of time or a sequence, and how to take notes or use graphic organizers to keep track of information from texts or suggest rereading and summarizing, stop and jot, as strategies for remembering details from texts. Also consider adopting an instructional strategy that helps students focus on syntax to see the meaning a rich sentence can contain (for example, the "juicy sentence approach")[7] to help students learn the language of complex texts.[8]

7 See Juicy sentence play, from the Council of the Great City Schools, and Juicy sentence guidance, from Achieve the Core.

8 See Choosing "juicy" complex excerpts and sentences, Council of the Great City Schools.

- Diverse learners (e.g., English learners, students with disabilities, struggling learners) who have difficulty keeping track of what is going on in a text may need an additional scoop of instruction/guidance (e.g., mini-lessons) in which they are shown how to identify language that may not be transparent in meaning, and or places in texts that invite inferences—i.e., guidance on reading between the lines. For example, in a text, "Joe walked into the classroom and thought to himself: "Where is everyone? Where did they go?" the reader is invited to infer that Joe has entered an empty room: no one is in the room Joe has entered. Difficulty in making such an inference when provided language supports to aid with communication (e.g., linguistic frames) would suggest that students need help in visualizing the situation described in the text.[9] For that, teachers can offer scaffolding questions to help students visualize what is happening in the text. (For more examples, see this Sentence Play resource)

Text	Teacher questions
Joe walked into the classroom/ and thought to himself/ "Where is everyone? Where did they go?"	Who is asking these questions? What did he notice when he entered the room? Why does he think that? What do you think that means?

- The following are signs of unfinished learning in text understanding that call for more structured, deliberate, and focused instruction:
  - Students who cannot keep track of what is happening in a text, have difficulty answering recall questions about the text, or struggle to state the main idea in the text or offer a summary of what a text was about are displaying the need for instruction on text understanding. Such indicators would call for informal assessments to determine the kind of focused instruction or specific support students need.
    - Are they having difficulty remembering because they are just reading words and not processing them? Do students have trouble knowing that they must go beyond just decoding the words, and they have to turn the words into sentences that communicate information? In that case, try breaking the text into smaller chunks, stopping and asking students to engage with the text, to connect sentences to the meaning of the text.
    - Have teachers examined the language and modeled how to attend to the text? For ELLs and other students who might be struggling with the language demands of a text, it is important to provide mini-lessons and support that identifies and explains the nature of signal words that convey order and the sequence of events.
  - Do students appear to need more practice and support in decoding and word recognition? In that case, teachers can provide instruction on foundational skills (for example by pointing out the proper pronunciation of a pattern a student is struggling with or showing how to break a longer word into syllables to make decoding possible); provide ample opportunities for student practice with high frequency words, decoding long and short vowel patterns within longer words, or even at the single syllable level as needed sounds, and teaching common syllable patterns and decoding; provide continuous practice and homework with phonics as needed, third-grade-level and high-frequency words, sound and spelling patterns encountered in text, etc. Teachers of English learners can leverage contrastive analysis, cognates, and the transfer of decoding skills from students first language to help English Learners understand how to decode words in English.

9 Care must be taken to not assume that an inability to communicate understanding through an expected mode signals a challenge in grasping the content. For example, English learners who have difficultly answering probing questions orally may be invited to communicate their understanding via other means, such as visuals or gestures, to be sure that a difficulty with a skill, such as making inferences, is actually an area of struggle.

- Do students understand the vocabulary they are reading? Recognize that some vocabulary can be taught just in time as students encounter it, and some might require more extensive attention—particularly if it is a word that will be critical in the unit or is particularly valuable in understanding the reading or for using it in writing, such as the words "therefore" or "however." For English Learners, teachers will need to gauge which words may require more explanation because of their multiple meanings depending on the context. Teachers can provide students clarity about the vocabulary while remaining anchored in texts and the content of the lesson. This strategy is particularly powerful for students with disabilities and English learners.
- Teachers can also model metacognitive strategies, such as providing think-alouds while reading a text to teach students so that they understand the connection between self-talk and self-questioning in understanding the knowledge, concepts, and ideas that are presented in a text. If the problem is that students are having difficulty with text complexity, teachers may want to break complex texts down into manageable chunks (phrases and clauses) and ask students to paraphrase the meaning of each chunk as a proposition (a short simple sentence). Calling attention to the connections between parts of a sentence can help students discover how complex language work helps all students but is essential for English learners to access academic content.

- Students who exhibit further need for instructional attention—those who struggle to read, appear to have few or no strategies for reading unknown single or multisyllable words, or have limited sight word vocabularies—will need extra "scoops" of instruction (Tier II) in addition to the core, as well as additional time for intensified, individualized or small group instruction (Tier III) that is narrowly focused and provides ample opportunity to practice and explicit corrective feedback. As stated previously, students should never be removed from core instruction to be provided intensified support. A multi-tiered system of support ensures that all students are included in core instruction and grade-level content and work while providing additional time and opportunities to intensify instruction in targeted areas. It is therefore critical that both Tier II and Tier III instruction is grounded in standards-aligned, grade-level materials to ensure that this 'just-in-time' learning is related to and supports general classroom instruction resulting in greater student success.

Writing/speaking

In the third grade, students are expected to be proficient enough with the basic sub-skills involved in writing to put their thoughts onto paper, using their knowledge of words, spelling, syntax, and writing conventions such as capitalization and punctuation to produce a written text. Among the skills and understandings that can be expected of children at the beginning of the school year are these:

- proper letter formation and legibility in writing
- correct spelling of high frequency words that are used in written texts
- become more proficient in capitalization and end punctuation in their writing
- write an opinion piece that introduces the topic, state an opinion, supply a reason to support the opinion and provide a sense of closure
- use the more precise and formal language of written language writing
- provide text evidence whenever they are writing about what they have read
- recognize and correct sentence fragments into full sentences orally and in writing
- use more complex sentences in their writing
- provide reasons for their opinions and to discuss cause and effect relationships in their writing

During an extended break from the classroom, many students will have written less often. Particularly for younger students, this lack of practice is likely to result in problems in writing fluency. Since writing is one of the most complex and demanding areas of school learning and because it is called for in numerous learning tasks in the third grade (quizzes, note-taking, essays, journals, and homework assignments), unfinished learning is likely to be manifested in many ways. Moreover, unfinished learning for English Learners and other diverse learners in writing and speaking may present differently and at different stages than for native English speakers. Addressing unfinished learning requires teacher-led instruction to attend to the specific student needs to build their capacity to formulate their ideas in writing. Different levels of support will be needed, depending on the kinds of challenges students exhibit in writing, and the amount of time and planning it would take to carry it out.

- Teachers should, more than ever, have students write using evidence from texts all members of the class have had access to. If students have difficulty getting started writing or knowing what to say, teachers might begin by drawing them into a discussion of the text and providing 'note-catchers' or sentence starters to help them gather the evidence from the text. Students will also benefit from being assigned to groups where they can work together on the writing assignment. Moreover, teachers should routinely encourage students to practice verbalizing orally before they write, and to read aloud what they have written once they have done so. Oral discussions of ideas can be carried out in English Learners' home language to facilitate the idea formation. Students with disabilities, too, will benefit from vocalizing their thoughts prior to putting pen to paper.
- Teachers can offer supports for recalling letter-sound relationships and high frequency irregular words with quick reviews and with charts for students to consult. Visual aids such as alphabet strips, word walls, personal dictionaries, and lists of high frequency words can increase writing fluency and remind students of what they have learned the prior year.
- If students are having difficulty knowing how to structure their writing or having difficulty with fluency in their writing, teachers can plan some pre-writing instructional activities in which they go over a model or exemplar and point out its characteristics to the students. By asking students to read the model aloud together, and discuss its parts and contents, teachers can help students gain some clarity as to how they might structure their own pieces. Students would also be helped by pre-writing activities in which writing is modeled in a think-aloud and a jointly-constructed piece of writing that is produced with suggestions solicited from the students. Such demonstrations are especially helpful to diverse learners because they make instruction concrete in a way that verbal instructions seldom are.
- If students are struggling to write complete sentences, or express complete ideas in writing, teachers might plan some instructional activities to help them learn how written language works. Students at the juncture between grades two and three are learning how to use more precise and formal written language, which differs in expression and structure from both the spoken register used in classroom interaction and the simpler structures used in school texts.
  - For example, when students participate in classroom discussions or respond to questions, full sentences are not required in face-to-face conversations where the context makes what is left out redundant. In face-to-face conversation, "doesn't matter," is a perfectly good response to the question, "How many reasons do I have to give?" In writing, the answer would be expected to be given in a full sentence: "It doesn't matter as long as you say why you hold that opinion."
  - If students need practice forming full sentences in writing, teachers can go over how to tell the difference between a sentence and a sentence fragment, and provide practice turning fragments into full sentences orally—e.g., "What they said"—"What did they say? Can you turn that into a full sentence?"
  - Students may need practice with how language changes depending on the point that students want to get across. For example, the text and structures differ when students are comparing, describing, or expressing an opinion. Tools, such as linguistic frames and grouping of signal words by their language function, can help support students in using such vocabulary and structures in both spoken and written forms.

- English learners whose first languages do not require subject pronouns when context make them unnecessary (e.g., Spanish, Japanese, Korean, and Slavic languages) sometimes leave them off when writing in English. They would be helped with occasional reminders for including them when writing in English, and by charts showing English subject pronoun forms for consultation.

- If students are struggling in more fundamental ways with writing and have significant spelling errors, they may be in need of additional instruction, guidance, and support with basic foundational writing skills in addition to the regularly provided ELA instruction. No student, however, should be immediately placed in Tier III interventions because of spelling errors or unfamiliarity with sight words, for example. For English learners in particular, the teacher must be cognizant of the natural progression of English language acquisition of their students based on the languages spoken, and the need to be explicitly about spelling conventions in English.

Transition to Grade Six

Grade six marks the transition into middle school where students sharpen and further develop language and literacy skills for learning across the curriculum. For students, however, the transition into middle school represents more than just higher expectations and greater challenges in learning. It is a socially and emotionally stressful change for students even under the best of conditions. Middle school often means a different kind of school setting with multiple classes and teachers and more complex peer group social dynamics. Students know how to navigate the social order of the elementary school by the end of the fifth grade, but on entering the sixth grade they have to reestablish their place in the more complex social order of the middle school. For students entering school in the United States for the first time, acculturation to the ways of American life and schooling will also occur, perhaps on top of acquiring a new language. This is a tough task in the best of times, but when that transition takes place following a prolonged absence from school, it can be a quite daunting and formidable experience. Students are likely to show signs, not only of unfinished learning from school closures, but also of anxiety and the loss of confidence in their ability to participate and perform in either in-person or virtual classroom settings.

Foundational skills

At the end of grade five, students who have been enrolled since elementary school and educated primarily in English should have learned the foundational skills for reading and writing and have a solid knowledge of the principles underlying the writing system. In reading, students should be able to:

- recognize most grade-level words automatically, read grade-level text fluently, and be able to vary reading rate to match the demands of the type of text they are reading
- know how to use contextual clues for making educated guesses about the meaning of unfamiliar words
- know enough about prefixes, suffixes, and word roots to take complex words apart and figure out the meaning of the whole from the parts
- read a grade five text accurately, fluently, and with appropriate expression
- understand the basic conventions of spelling and grammar

Unfinished learning in foundational literacy skills may crop up during instructional activities across the curriculum and not just during English language arts activities. Among students still in the process of acquiring English, what may appear to be unfinished learning could also be part of the language learning process or limited past engagement with a particular skill. General examples of unfinished learning include:

- When students falter or hesitate while reading, teachers might offer some "just in time" support by asking students to take a look at the unfamiliar word in a phrase and helping them look at the parts of the unknown word and how they provide clues in determining the meaning. Anchor charts to remind students of the strategies (for in-school instruction) or reference sheets can be sent home for students engaged in distance learning. Such supports are helpful for all students, and particularly for ELLs.

- Another manifestation of unfinished learning are students stumbling through a text while reading, with little attention to punctuation. Students may also race through reading without hesitation so that words blur together, which is a sign that they are not attending to the meaning of words or monitoring their understanding of the text. Again, these should not be interpreted as signs that a student is not capable of handling grade-level work, but rather that they are in need of some targeted, 'just in time' support from teachers. In such cases, teachers may well want to plan a refresher lesson on foundational skills in which they provide students with a review and the opportunity to practice the skills involved in reading for meaning, paying attention to meaningful units in sentences and to punctuation used to separate sentences, to clarify meaning, and indicate relationships between structures. Anchor charts to remind students of the structure of sentences and the purposeful use of punctuation (for in-school instruction) or reference sheets can be sent home for students engaged in distance learning. Such supports are helpful for all students, and particularly for ELLs.
- A different level of unfinished learning is evident in students at the beginning of grade six who have difficulty understanding or recalling information from the texts they read even if they can sound out and read the words in a text. Teachers can explicitly demonstrate how to use particular strategies to figure out words, word meanings, or text meanings. Students, especially English learners, can be supported through chunking of text, the use of graphic organizers or note-taking strategies, and instruction on research-based cognitive strategies for reading (i.e., self-monitoring, questioning the text, making connections, summarizing while reading and visualizing, etc.).
- Students at the beginning of the sixth grade who read haltingly, one word at a time, or who have a difficult time sounding out words are manifesting unfinished learning that requires more intensified and targeted instruction that may be provided within a multi-tiered system of support. Individualized instruction based on results from additional reading diagnostic assessments may be needed for some students (Tier III). English Learner results from diagnostic assessments should be examined in concert with information about the student's English proficiency.

Reading/listening

Students at the beginning of the sixth grade should be able to:

- read grade-level text independently and have the strategies to make sense of relatively difficult texts requiring a productive struggle to get through
- provide the theme or central ideas of the texts they read, and provide supporting details when summarizing a text
- provide explanations for events or ideas presented in a text, and provide evidence drawn from the text in support of their findings
- relate and extend ideas presented in a text to prior experiences to inform their understanding of the text
- understand an author's point of view, and detect when there is a shift in the point of view represented in a text
- identify characters' beliefs, personalities, and motivations and their relationships to one another from information provided in the text and from inferences drawn from the text
- cite evidence from texts to compare and contrast ideas, and to examine claims presented by an author

Although reading comprehension problems are often related to unfinished learning in foundational skills, students may also encounter difficulty or confusion while reading and listening for other reasons. For example:

- Students may not be as engaged with texts as they need to be to get much meaning from them. For example, they may have difficulty focusing on key characters, events, and settings in a book they have read to engage in discussion about them, or they may be unable to discuss its content or to compare and contrast aspects of different books read in class. Teachers can help students build their capacity to engage with texts in meaningful ways and recapture their love of reading by designing lessons that:
  - Provide motivation or interest in the topic by linking it to previous readings and learning activities and to the curricular questions they address;
  - Elicit from students what they already know about the topic and give them a heads up about what they will discover about the topic in the text they are going to read.
  - For texts that deal with topics on which some students have little background knowledge, build some by the use videos, photographs, illustrations, maps, or physical objects to stimulate discussion and interest in the topic before a reading. For example, in a text about the jet stream and how it affects global weather patterns, a teacher might download video clips and materials from the National Oceanic and Atmospheric Administration (NOAA) to use in discussions on the topic before the lesson. During such discussions, a teacher would want to draw attention to technical terms, vocabulary, and language structures that students will need to understand and draw meaning from the text while maintaining a focus on the core content. This is a particularly helpful approach for diverse learners including English learners and students with disabilities.
  - Activate interest in the topic of the text by discussing its relevance to student concerns, their lives, or current events. For online learning, create virtual breakout rooms by area of interest where students can discuss their interest in the topic.
- Unfinished learning may also be evident if students consistently miss clues provided in signal words (i.e., sequence words, restatement and contrast words) and connective phrases and clauses necessary for accurately reading and understanding grade-level text.
  - Teachers can provide an explicit list of such words so students all have access to the work these words do in sentences in a transparent way.
  - Teachers can provide a mini-lesson on how paying attention to these words will help them to follow and explain ideas presented in text.
  - Teachers can guide students in slowing down to attend to phrasing and the meaning of the parts of sentences, as well as sentences as a whole.
  - Teachers might want to do a quick parsing of complex sentences to get students to attend to meaningful parts: e.g., "Many different skills/ went into making a clock/, and new tools and methods /were constantly being invented/ to make/ ever smaller, more complicated mechanisms/ that worked with greater precision."[10]
  - Teachers can go over the language used in text and identify signal words that may present difficulty to ELLs and students with disabilities because they are new, unusual, or not transparent in meaning.

10 From Koscielniak, Bruce. *About Time: A First Look at Time and Clocks*. Orlando: Houghton Mifflin, 2004.

- Teachers can provide sentence starters and frames to support students in expressing their understanding of the text using the linguistic structures necessary for the task at hand (comparing and contrasting, providing evidence from the text, etc.) Linguistic frames used for oral expression can also support students in their written responses.
- Teachers can provide anchor charts to remind students of the strategies (for in-school instruction), or reference sheets can be sent home for students engaged in distance learning. Such supports are helpful for all students, and particularly for ELLs.

- If students do not comprehend what they read and do not to know what to do to improve their understanding, they may need more support in addition to core instruction (Tier II). Teachers can help students recapture the purpose for reading by:
  - Prompting students to do a 'first read' to get an overall picture of what the text is saying. If students have difficulty doing this first read independently, teachers can do it as a read aloud, think aloud, or in partner reads. Engage students in a discussion of the ideas and details to see what they understood.
  - Selecting a portion of the text that includes key details or elements for students to re-read closely to gain a deeper understanding of the text. Students can then discuss their understanding with partners, in small groups, or possibly in virtual break-out sessions. Teachers should provide students with suggestions of words, text features, or details that can lead to a deeper understanding of the whole text.
  - Asking students to go deeper in their third reading of the text, this time focusing on efforts to integrate their understanding of the text.
- When students are unable to explain what they don't understand about the text, retell what is going on in a text they have read, or paraphrase what is going on in a story they have listened to as a read-aloud, this indicates that students are either not making much sense of the texts because they find them too complex to follow, or they are unfamiliar with the language structures and forms that are used in the text. Teachers should under no circumstances set aside the grade-level texts that students might find too difficult to work with on their own. Instead, teachers should employ instructional activities that help students work with the language of complex grade-level texts in the following ways:
  - Consider adopting an instructional strategy that helps students focus on syntax to see the meaning a rich sentence can contain (for example, the "juicy sentence approach")[11] to help students learn the language of complex texts.[12]
    - Break complex texts down into manageable chunks (phrases and clauses) and ask students to paraphrase the meaning of each chunk as a proposition (a short simple sentence), calling attention to connectives between parts in order to help students discover how written English works.
    - Provide visuals by writing sentences from the text that are especially complex on strips of paper, and guide students in seeing where phrasal and clausal boundaries are. Ask students to help you figure out what each segment means. Divide the strips of paper up by phrases and ask students to put them back together again into the sentence. Some parts (especially time adverbials) are movable, and some parts are not.

11 See Juicy sentence play, from the Council of the Great City Schools, and Juicy sentence guidance, from Achieve the Core.

12 See Choosing "juicy" complex excerpts and sentences, Council of the Great City Schools.

- Model and think aloud about a text (e.g., "What main ideas do we find in this text?") and ask students to raise their own questions about it ("What do you think it is telling us?").
- Ask students to make connections to other ideas and texts ("Does this remind you of another story we have read? What does this make you think of?" "Can you think of other stories like this that we have already read?"). Have students practice these same skills on their own and in small groups or virtual break-out sessions. When you begin shifting this responsibility primarily to students, stay alert to those who may need more support and attention.
- For English learners, ask students to list the points that are made in a text and the specific language that supports each point; they may need this additional teacher-led support and modeling, especially in identifying points when they must be inferred from the context. (See Sentence Play resource for examples.)
- Provide graphic organizers and other note-taking structures to assist students in keeping track of important points, details, characters, concepts from the text.

Writing/speaking

Students at the beginning of the sixth grade should be ready to:

- write essays in response to prompts for opinion and informational pieces
- demonstrate their understanding and engagement with the materials they are learning in writing and in speech
- make use of the more robust language of academic discourse as they further develop their skills in argumentation, explanation, and narration, and to provide evidence for claims and assertions
- provide oral and written summaries of literary text that include story elements such as characters, setting, and conflict
- write written responses in quizzes

Unfinished learning in writing can manifest in various ways. The following are various types of difficulties that students may exhibit in their efforts to produce written products or to participate in classroom discussions:

- Students may appear to lack confidence in expressing their thoughts in discussions or in writing, they may respond to questions with "I don't know," or they may have trouble responding to follow-up or probing questions. When students require a lot of urging to start writing, or to participate in a discussion, teachers can help students regain their voice by designing learning experiences that call for whole-group or class oral or written responses, a powerful strategy that is sometimes used when there are diverse learning needs in a class. For example, teachers can pose questions that call for whole-group responses, and students respond verbally in unison with a choral response. Written responses can be elicited by having students work together in groups to come up with responses, or having students write responses in a virtual chat-box.
- Another way teachers can help students get started writing is to model their own writing process, and the inner dialogue that writers engage in as they write: "Ok, so I've got to state clearly what it is I am writing about first! When and where did this event happen, and who was involved? How did it happen? What was unusual about it? Why do I think so? What do I make of it? What's my conclusion about the event?" By engaging students as participants in the co-construction of a text, teachers model the way the students might proceed as they try writing their own such essays. Later, teachers should model the next step in the writing process: editing and revising.

- Another manifestation of unfinished learning in writing can be recognized when students have difficulty responding to writing prompts. In middle school, students are asked to write narratives that take the form of accounts or stories, expository reports of research they are doing, persuasive writing on a problem or issue, and responses to stories they have read. Each of these types of writing has a characteristic structure that students are expected to follow. Teachers can help students understand how to appropriately respond to writing prompts by:
  - Selecting texts that are good examples of each of the modes of writing, and guiding students to identify the parts. Go over several examples with students, discussing the structure, the kinds of language used, the organization of the information.
  - Providing students with enough information on the topics you are asking them to write about: a book they have read, a topic they have been studying, or an expository piece about something the class is working on.
  - Facilitating whole-class writing experiences where students and the teacher collaborate in brainstorming a topic to use in planning and organizing their own writing.
  - Modeling for students how to identify the parts of a writing prompt that show the purpose, topic, context, audience, and format for the writing task.
  - Engaging students in whole-class writing of a prompt where the teacher and students write a prompt together as the teacher models each step in the writing process: brainstorming, drafting, revising, and proofreading. This process would be done over the course of multiple class periods.
  - Offering graphic organizers with brief descriptions of what might be included in each section. This is particularly useful in helping ELLs and students with disabilities plan their writing.
  - Providing anchor charts to remind students of the strategies (for in-school instruction) or reference sheets sent home for students engaged in distance learning is helpful for all students, and particularly for ELLs.
- Student writing may reveal inconsistent use of standard English language such as sentence fragments and run-on sentences, errors in subject verb agreement, and punctuation, to name a few. Once student writing is ready to be edited, teachers should note the common errors that are arising in student writing and address them to varying degrees according to the frequency with which the errors are occurring:
  - For errors that are made by only a few students, teachers can provide "just in time" feedback within the writing assignment itself with quick guided practice showing students how to correct the error, or through additional writing opportunities to practice honing that skill independently.
  - For errors that are common among a large number of students, teachers can provide a mini-lesson for the class that will provide the direct instruction needed to correct those common errors.
- For English learners, the manifestations described above may be the result of the student's place in his or her trajectory towards English proficiency. Providing opportunities to write and speak in the home language helps the student understand the contrasting linguistic features with English, supporting more sophisticated language development in both the home language and English.

Transition to Grade Nine

As with the transition to middle school, the transition from middle into high school is typically marked by mixed feelings of excitement and anxiety. Not only must students take on greater responsibility for their own learning and deal with higher academic expectations, they also have to find their way in new social and physical environments that are initially intimidating and confusing. Such a transition is a big challenge in ordinary times,[14] and will likely prove even more challenging after extended and unexpected school closures. This transition and the unfinished learning students will have from grade eight may take a toll on students' academic agency and self-confidence. Students will require not only instructional support, but social-emotional support from teachers, parents, and peers.[15] At the same time, students will also enter high school with newfound knowledge and skills from having to navigate a difficult time during the pandemic, as well as new ways of engaging with school.

Foundational expectations

By the time students enter high school,[16] they are expected to have mastered foundational skills for reading, writing, speaking, and listening. They should be able to read grade-level text, recognizing words rapidly and accurately with appropriate intonation and pace, without having to consciously decode words. They should be able to express themselves in writing and speech and effectively participate in high school work, assignments, and classroom discussions.

However, there are students who enter high school with an uncertain grasp and command of necessary foundational literacy skills. For example,

- Students may read slowly, with many pauses, making frequent mistakes, ignoring punctuation, and often in a monotone
- Students may repeat words and phrases, skip words, lose their place, or miss lines during reading
- Students may stumble over multisyllabic words or mispronounce words

In such situations, teachers should first identify the source or cause of the difficulty: Has the student struggled with literacy skills in the past? Does the problem stem from the approach used to teach reading during the students' early years in school? Have previous interventions been ineffective, or lacked fidelity and progress monitoring? Has regular school attendance been an issue? Are there indicators that suggest that the student might have an undiagnosed learning disability such as dyslexia that makes reading difficult? Is it related to language differences or problems? Is the student a newcomer to English? English learners at grade nine include relative newcomers (defined as being enrolled in U. S. schools for less than three years), as well as students who have been in U. S. schools for longer but have not yet been reclassified. The kind of support needed can vary considerably, so teachers should consider individual student circumstances and identify the kind of help that is most appropriate. For example, create a school master schedule that provides additional opportunities, time, and intensity of instruction for students that may need foundational skills (e.g., double block ELA, reading classes). If your high school has students who struggle with reading or cannot read, you must create the opportunity for students to receive targeted reading instruction—not only in ELA but across all content courses.

14 Lester, L. & Cross, D. (2015) The relationship between school climate and mental and emotional wellbeing over the transition between primary to secondary school. *Psychology of Well-Being*. 2015; 5(1): 9.Published online 2015 Oct 22. doi: 10.1186/s13612-015-0037-8.

Cohen, J. S., & Smerdon, B. A. (2009). Tightening the dropout tourniquet: Easing the transition from middle to high school. *Preventing School Failure,* 53(3), 177-184.

15 Johnson, V. L., Simon, P, & Mun, E-Y. (2014). A Peer-led high school transition program increases graduation rates among Latino males. *J Educ Res.* 2014; 107(3): 186–196. Published online 2013 Nov 26. doi: 10.1080/00220671.2013.788991.

16 Assuming students have been enrolled in US schools since elementary school and educated primarily in English.

Depending on the source or cause of incomplete mastery of foundational skills, students may need different kinds of instructional support. The following, however, are ways that teachers can include students with such needs in grade-level appropriate instructional activities. Teachers can:

- Seize opportunities to improve fluency while fulfilling other learning tasks connected to grade-level content standards. For example, integrate public speaking opportunities into classroom routines.
- Identify high-value sections of text or literacy tasks (i.e., complex linguistic structures, chunks particularly relevant to content or authors' purpose) for students to spend more time on, and on which to work closely and come to know well.
- Improve fluency by engaging in activities such as choral reading of short texts, especially when phrasal boundaries are marked so students can practice reading in units that are larger than single words to improve and build fluency.
- Have students read aloud with peer reading-buddies, making careful pairings so that more fluent students are working with and supporting ones who are less fluent. Peer reading-buddies are not a substitute for read-alouds led by the academic English expert in the classroom—the teacher, but they can assist with improving fluency.
- Remind students how longer words break into syllables, including prefixes and suffixes, and encourage students to use that knowledge to support their decoding of unfamiliar words. Model this frequently for them while being careful to not diverge from grade-level content for extended phonics instruction.

Reading/listening

In grade nine students are expected to:

- expand their ability to read literary and informational texts independently and to access academic content from those texts across the high school curriculum
- fully understand and apply the content of written materials, including using evidence from texts to support their inferences
- make connections about how complex ideas interact and develop within (and across) books, essays, articles, or multi-media sources
- Demonstrate their ability to respond to literature by discussing in writing an author's style, purpose, and use of symbolism or figurative language, and compare works by the same or different authors
- understand precisely what an author or speaker is saying, and how to question an author's or speaker's assumptions and assess the accuracy of his or her claims

Unfinished learning in these areas may be manifested in various ways. Students may be able to read a text but unable to make meaning from what they have read. The effects of extended time away from school or unfinished learning may also exacerbate certain typical, unproductive behaviors of students in early high school years. They may be present in class but inattentive, not participating in instructional activities, or going through the motions. Books may be open more or less to the right page, but little effort is made to read. Students may skip homework assignments or turn in very little to review. Or they may exhibit other problematic or non-productive behaviors in class. To address these instructional and engagement issues, teachers can—

- Provide students with explicit instruction and strategies for constructing meaning as they read (e.g., deciding where to pause during reading to figure out what the text is saying, and then summarizing what is known so far).
- Provide additional support within the flow of a lesson by doing read-alouds of stories and asking students to work on excerpts of the text on their own or with peers. This can help students overcome their initial reluctance to participate.

- Plan activities early in the school year to counter the anxiety students may feel at being unprepared for high school. For example, before getting into books and literary works in the ninth-grade curriculum, teachers might put together a set of short stories that students can read and respond to. Teachers can also have students work in small groups to read these stories and to create presentations of the story, characters, and the plot using infographic software such as PowerPoint or free software such as Google Presentation,[17] or Edu.Glogster.[18] Working together with their new classmates on a literacy project such as this may give students the confidence and encouragement they need to tackle longer-form literary and informational texts. Teamwork gives students a chance not only to connect with peers socially but also to reconnect with themselves as learners.

When students have difficulty with the complex texts they are expected to read and to learn from in history, science, or other subjects, or have trouble remembering what they have read, they may need some 'just in time' instruction in close reading from the subject area teacher who is expert in the essential content. Students may need some help in dealing with the language of complex texts and the content words specific to that subject. Depending on what appears to be the problem—lack of concentration, lack of background information on the topics covered in the texts, or difficulty with the language of the text—teachers may want to plan a series of refresher lessons or mini-units. Some examples are:

- A refresher unit on strategies for learning from texts: Using bridging techniques to help students understand new knowledge/concepts, including annotations of text, summarizing while reading, questioning the text in various ways by underlining, circling, and making marginal notes.
- Modeling aloud for students how mature readers think while reading a text: what alerts them to the main ideas in the text, the text-dependent questions they ask while reading a text, the connections they make to other ideas and texts, can also be helpful. Following such a demonstration, teachers can guide students to try this kind of attentive reading on their own, in pairs, or in small groups. Such modeling and coached practice sessions can build students' capacity to better understand and summarize the ideas presented in complex text.

If students appear to be having difficulty dealing with the complexity of the language used in the texts they are reading, teachers may want to plan a mini-lesson in how to read such texts, and how to deal with the complexity they encounter. Many students need help dealing with text complexity in the materials they read for high school classes, and students with disabilities and English learners, in particular, benefit from guidance in how the language, vocabulary and nuances in such texts works, and how to make sense of it:

- Informational density makes for complex texts that are difficult to understand for many students, but especially for English learners. Teachers can help ELLs to make sense of such language and writing by highlighting parts of sentences, and asking: *What does this part tell us? And what about this next phrase? What do you think the writer means by that?* Breaking up a sentence by phrases and clauses helps students discover the structural relationship between parts of a sentence, and even sentences within a paragraph to see how meaning is conveyed.
- Students may find strategic prereading and discussions of texts to be especially helpful. By discussing the topic of the text, teachers can activate the background knowledge students bring to the text, or help to build it when the topic is new for students.

17 Google Presentation suite of apps for education: GAFE, https://www.google.com/slides/about/

18 https://edu.glogster.com/

- Placing the topic of a text in historical, cultural or social perspective, and using visuals such as artwork, photographs, diagrams, websites, and video clips may help provide students with the background needed to make sense of the text. Giving students a list of text-dependent questions may also help to guide their reading of texts. This helps focus student attention on details of a text—an important aspect of close reading.
- English learners and students with disabilities, in particular, will benefit from glossaries of academic or subject-area words and expressions that might be unfamiliar to them. Encourage ELLs to look words up in online bilingual dictionaries, or to ask about their meaning if they do not make sense in a given context.

Writing/speaking

In the ninth grade, students are expected to produce written texts and to give oral presentations in many of their classes. These writing assignments will be longer than in previous grades, and are expected to exhibit the features and structures of various specialized forms of writing and presentation. For example, research and book reports, journals and records of work over a semester, narrative or expository essays, lab reports of experiments, term papers, and persuasive essays each call for a particular structure and should contain specific sorts of information, and all require the use of complex language and thinking.

In grade nine students are expected to:

- extract information from complex literary and informational texts, and to provide evidence in spoken or written language their understanding of those texts
- use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to readers or listeners or constructively evaluating others' use of evidence
- develop the flexibility, concentration, and fluency necessary for accomplishing complex tasks that require them to produce logical, well-reasoned writings that are supported by evidence
- produce more writing and participate in a variety of conversations
- exhibit greater care and judgment in making claims in their writing, be ready to defend their assertions, and to express what they know about a subject using appropriate examples and evidence

During the extended break from the classroom, many students will have had less practice writing, presenting in front of a class, and using the language of academic discourse. Teachers can expect to see various manifestations of this lack of practice and unfinished learning in speaking and writing fluency. Moreover, the natural uncertainty that students face in their first year of high school will likely exacerbate these issues. Students may be hesitant or lack confidence in their ability to express what they know in speech and in writing because they worry about revealing that they do not fully understand the content and materials they are working on in school, or that they do not know as much as they believe everyone else does. How are teachers to separate student needs stemming from unfinished learning, natural progressions in academic language acquisition, and the many insecurities that are endemic to young teenage students?

- When students have difficulty getting started with a writing assignment or organizing their thoughts about a topic before writing, teachers can provide students with models of the type of writing or presentation they would like students to produce, lead the class in a study of the model, lead a think-aloud as they look at the model, invite students to help create an outline together, and finally, draft a sample text following the model. This may sound like a time-intensive approach, but if it helps students overcome their "fear of the blank page" or uncertainty in how to get started with their own writing, it is worth the effort.

- Students may need a review on the different types of writing called for in various curricular areas. In middle school, the types of writing that should have been covered included narrative, expository, and persuasive writing. A few refresher sessions on writing genre, their usual structures, rhetorical devices and organizational features, and the language that typifies such writing may help them get started writing. For example, teachers can:
  - Analyze models of expository or explanatory writing. Work together as a class, in small groups, or online breakout sessions to annotate or color code models or benchmark pieces. Identify the key characteristics of an exemplar and discuss how the parts of the piece work together to communicate ideas effectively.
  - Provide think-aloud demonstrations of how to proceed in analyzing and understanding the nature of the prompt, posing the questions a more skilled writer might ask, and modeling the process of planning and organizing what to say, thinking about the intended audience and what objections or questions they might have regarding the arguments a writer is going to make, and how to address those points.
  - Provide guidance and practice in supporting a point or idea with evidence. This practice can be done orally, as well as in writing. Evidence can be drawn from the text, from multimedia, online resources, or even from shared experiences.
- If students struggle with the skills required to produce expository or explanatory essays and reports — reading source materials, citing relevant points and evidence, and ultimately pulling together the information they have collected in support of or against positions on a topic—teachers might want to plan some sessions to help restore or teach these important aspects of writing. For example, the problem may well be that students need help developing arguments and analyzing information, propositions and positions as writers must do in developing the kind of reasoned discourse found in written argumentation and writing. Thus, it would be useful to:
  - Design lessons on critical thinking, which is foundational to any kind of expository or argument writing.[19] In such a unit, the skills to be taught might include asking critical questions when discussing or reading about a problem, gathering and assessing information that addresses a problem, evaluating the sources of information used, critiquing arguments and raising counter-arguments, recognizing different points of views in arguments, and assessing the role played by circumstances or context in evaluating arguments and positions.
  - Students will also need help in structuring and communicating problem/solution frames and formal arguments in writing. Such writing calls for a different kind of organization than narrative writing or the compare and contrast type of writing that students may have done in middle school. Expository and argument writing calls for a different "voice," or the attitude or tone the writer takes towards the message: students have to learn about taking a rhetorical stance in relation to the problem being discussed,[20] and teachers can help students discover that by guiding them in looking at examples of texts that differ in tone.

19 See for example: Fisher, Alec. (2011). *Critical Thinking: An Introduction* (second edition). Cambridge, UK, Cambridge University Press.

Paul, R. W., Martin, D., Adamson, K. (1989). *Critical thinking handbook: High School*. Foundation for Critical Thinking. https://www.criticalthinking.org/store/products/critical-thinking-handbook-high-school/153.

20 Nordquist, Richard. "Definition and Examples of Rhetorical Stance." ThoughtCo, Feb. 11, 2020, http://www.thoughtco.com/rhetorical-stance-1692056.

- If students continue to have difficulty writing or what they do write is too rudimentary for the ninth grade (e.g., they do not vary sentence beginnings in their writing; they use simple sentences primarily in their writing; they do not use appropriate grade-level academic vocabulary in writing tasks; they make many spelling errors throughout writing assignment; or they do not use appropriate paragraph structure in their writing), teachers may have to plan some work on developing both their language and their writing skills. When students have this level of problem with writing, they may also have similar difficulties in reading. This may include:
  - Mini-lessons for individual students or groups of students. For example, if half of the class continues to make the same grammatical errors in their informal and formal writing tasks, it may help to review grammar rules and lead a discussion about the differences in spoken and written language forms.
  - Activities aimed at expanding students' vocabularies and encouraging them to use words that more precisely express their intentions in their stories, reports, and essays
  - Teaching the use of multiple strategies to clarify the meaning of unknown words and phrases (e.g., context clues, affixes and roots, etc.)
  - Teaching students about derivational processes, namely changing the function of words by the adding suffixes: e.g., analyze (verb), analysis (noun), analytical (adjective)
  - Teaching students how to use dictionaries, thesauruses, and apps such as WordWeb to check on usage
  - Guidance on the accurate use of grade-appropriate general academic and domain-specific words and phrases

Appendix A

Additional Resources

Here is a list of additional resources to support districts with prioritizing content and addressing unfinished learning:

Student Achievement Partners, 2020-21 Priority Instructional Content, https://www.achievethecore.org/2020-21_PriorityInstructionalContent

Mathematics: Materials for K-12

Common Core Standards Writing Team. (2013). Progressions for the Common Core State Standards in Mathematics. Tucson, AZ: Institute for Mathematics and Education, University of Arizona. http://ime.math.arizona.edu/progressions/

Student Achievement Partners. (n.d.). Mathematics: Focus by grade level. https://achievethecore.org/category/774/mathematics-focus-by-grade-level

Mathematics: Materials for K-8

Kobett, B., & Karp, K.S. (2020). Strengths-based teaching and learning in mathematics: 5 teaching turnarounds for grades K–6. Thousand Oaks, CA: Corwin; Reston, VA: National Council of Teachers of Mathematics.

National Council of Teachers of Mathematics. (2020a). Catalyzing change in early childhood and elementary school mathematics: Initiating critical conversations. Reston, VA: Author.

National Council of Teachers of Mathematics. (2020b). Catalyzing change in middle school mathematics: Initiating critical conversations. Reston, VA: Author.

Gray, K., & Liner, K. (2020) Looking to the Fall, Part I: Welcoming and Supporting Students. *Illustrativemathematics.blog*, https://illustrativemathematics.blog/2020/05/07/

Gray, K., & Liner, K. (2020) Looking to the Fall, Part 2: Creating a Supportive Resource for K-5 teachers. *Illustrativemathematics.blog*, https://illustrativemathematics.blog/2020/05/20/

Petersen, D., & Nowak, K. (2020) Looking Ahead to 2020-21 in IM 6-8 Math and IM Algebra 1, Geometry, and Algebra 2. *Illustrativemathematics.blog*, https://illustrativemathematics.blog/2020/05/14/

Mathematics: Materials for High School

Charles A. Dana Center at the University of Texas at Austin. (2019). Launch years: Reimagining mathematics education. https://www.utdanacenter.org/our-work/k-12-education/launch-years

Daro, P., & Asturias, H. (2019). Branching out: Designing high school mathematics pathways for equity. https://tinyurl.com/yagfutsx

National Council of Teachers of Mathematics. (2018). Catalyzing change in high school mathematics: Initiating critical conversations. Reston, VA: Author.

English Language Art/Literacy: Materials for K-12

Student Achievement Partners. (n.d.). Text Complexity. https://achievethecore.org/category/1206/ela-literacy-foundational-skills

Student Achievement Partners. (n.d.). Text Dependent Questions. https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions

Student Achievement Partners. Foundational Skills. https://achievethecore.org/category/1206/ela-literacy-foundational-skills

Vermont Writing Collaborative. Writing for Understanding. https://www.vermontwritingcollaborative.org/WPDEV

Adams, M. J. (2011). Advancing our students' language and literacy: The challenge of complex texts. *American Educator,* 34(4), 3.

Beers, K. (2003). *When Kids Can't Read: What teachers can do.* Portsmouth, NH: Heinemann

Burkins, J. & Yaris, K. (2016). *Who's Doing the Work?* Portland, Maine: Stenhouse Publishers

Cucchiara, M., (2019) "Language of learning: Content rich texts build knowledge and skills." *The Learning Professional, April 2019 (Vol. 40, No2)*

Fisher, D., Frey, N., and Hattie, J. (2016). *Visible Learning for Literacy.* Thousand Oaks, CA: Corwin

Hochman, J. and Wexler, N. (2017). *The Writing Revolution: A guide to advancing thinking through writing in all subjects and grades.* San Francisco, CA: Jossey-Bass.

Hawkins, J., Ginty, E., Kurzman, K. L., Leddy, D., & Miller, J. (2008). *Writing for Understanding: Using backward design to help all students write effectively.* South Strafford, VT: Vermont Writing Collaborative.

Lehman, C. & Roberts, K. (2014). *Falling in Love with Close Reading: Lessons for analyzing texts—and life.* Portsmouth, NH: Heinemann.

Liben, D., & Liben, M. (2019). *Know Better, Do Better: Teaching the foundations so every child can read.* West Palm Beach, FL: Literacy Solutions.

Shanahan, T., Fisher, D., & Frey, N. (2012). The challenge of challenging text. *Educational Leadership,* 69(6), 58–62. Retrieved from http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/The-Challenge-of-Challenging-Text.aspx

Willingham, D. T. (2006). How knowledge helps. *American Educator,* 30(1), 30-37.

Wong Fillmore, L. and Fillmore, C.J. (2012). What does text complexity mean for English learners and language minority students? In *Understanding Language: Language, Literacy, and Learning in the Content Areas* (pp. 64-74). Stanford, CA: Stanford University.

Appendix B

Information on Universal Design for Learning (UDL)

For further information on Universal Design for Learning (UDL), please consult the following resources—

Critical Elements of UDL Implementation: Beliefs, Instruction, Planning Process, Blueprint.
https://udl-irn.org/home/udl-resources/

CAST Professional Resources.
http://castprofessionallearning.org/free-udl-resources-and-tips/

Remote Learning Resources.
http://www.cast.org/whats-new/remote-learning-resources.html#.XsMrZC-ZOIZ

Appendix C

Advisory Committee

Harold Asturias is the director of the Center for Mathematics Excellence and Equity (CeMEE) at the Lawrence Hall of Science; a science center located at the University of California, Berkeley. Before that, he was the Deputy Director of the Mathematics and Science Professional Development at the University of California Office of the President. He provided oversight to the English Language Development Professional Development Institutes (ELD-PDI). Previously, he served as the Director of the New Standards Portfolio Assessment Project and the Mathematics Unit for New Standards—a national project to develop national standards and assessments. In that capacity, he led the development team of experts whose efforts, involving many states and over a thousand teachers, resulted in the successful production of two assessment systems: the New Standards Portfolio and the Reference Examination. In addition, he was part of the team that produced the New Standards Performance Standards. Mr. Asturias was a member of the writing group for the National Council of Teachers of Mathematics (NCTM) Assessment Standards for School Mathematics. He has extensive experience providing professional development in the areas of standards and assessment in mathematics for teachers in large urban districts (Chicago, Los Angeles, New York City) and smaller and rural districts. Over the past few years, he has focused in the area of designing and implementing professional development for K-12 mathematics teachers who teach English Language Learners. Also, he has collaborated with the Council of Great City Schools in the design and implementation of online resources for understanding the interconnectedness of mathematics content and language.

Phil Daro was a lead writer of the Common Core State Standards for Mathematics, and continues to work to advance the design and use of leadership tools for improving mathematics instruction and assessment at every level of the educational system. Daro serves on the Board of the Education Development Center, the Board of the Strategic Education Research Partnership, and the Board of Shell Centre Publications at the University of Nottingham. He has formerly served on Board of Open Up Resources and the Board of the Noyce Foundation. He is on the Executive Committee of the International Society for Design and Development in Education, is a Member of the NAEP Validity Studies Panel, and the Advisory Boards for the Algebra for All initiative in New York City schools; Illustrative Mathematics; and Making Mathematics.

In 2012, he received the Walter Denham Award from the California Mathematics Council for his leadership, and in 2014, the Ross Taylor/Glenn Gilbert National Leadership Award from the National Council of Supervisors of Mathematics in recognition of his unique and dedicated contributions to mathematics education.

Phil currently serves on the National Assessment for Educational Progress (NAEP) Validity Studies Panel. NAEP is the national assessment for the United States. He is Principal Investigator for a study comparing depth and complexity of test items in use on the national tests with items in use on state level tests. This study follows earlier studies of the relationship of test items to standards.

As Director of Mathematics for the Strategic Education Research Partnership, he organized partnerships between the University of California, Stanford, and other universities with the Oakland and San Francisco Unified School Districts. Recent consultation clients in mathematics curriculum and instruction include Japan, Brazil, New York City, Cambridge Mathematics, San Francisco, Oakland and other districts. He was the design lead for a tablet-based K-12 mathematics curriculum.

During sixteen years at the University of California, he directed several large-scale teacher professional development programs, including the California Mathematics Project. He also directed the National Center for Education and the Economy's New Standards Project and was a Senior Fellow for Mathematics for America's Choice. He has held leadership positions with the California Department of Education and served on numerous national committees addressing central issues in mathematics assessment, standards, and instruction.

Judy Elliott is the former Chief Academic Officer of the Los Angeles Unified School District where she was responsible for curriculum and instruction from early childhood through adult, professional development, innovation, accountability, assessment, afterschool programs, state and federal programs, health and human services, magnet programs language acquisition for both English and Standard English learners, parent outreach, and intervention programs for all students. Before that she was the Chief of Teaching and Learning in the Portland Oregon Public Schools and prior to that an Assistant Superintendent of Student Support Services in the Long Beach Unified School District in CA. Judy also worked as a Senior Researcher at the National Center on Educational Outcomes at the University of Minnesota. She started her career as a special education classroom teacher and then a school psychologist. During this time, she was an adjunct professor at the State University College at Buffalo New York, where she taught graduate courses in curriculum and instruction and applied behavior analysis in the Department of Exceptional Education. She earned her Ph.D. in Educational Psychology from the State University of New York in Buffalo, NY.

In 2012, she was appointed by Commissioner John King as the first ever New York State "Distinguished Educator" to help support and oversee the Buffalo City School District Priority Schools. Judy continues to assist districts, cooperatives, schools, national organizations, state and federal departments of education in their efforts to update and realign systems and infrastructures around curriculum, instruction, assessment, data use, leadership, and accountability that includes all students and renders a return on investment.

Her research interests focus on systems change and leadership, equitable and accessible effective instruction for all students, data-based decision making, and accelerated student achievement. She has trained thousands of staff, teachers, and administrators in the U.S. and abroad in areas of integrated service delivery systems, multi-tiered system of supports, effective use of data, linking assessment to district and classroom instruction and intervention, strategies and tactics for effective instruction, curriculum adaptation, collaborative teaching and behavior management. She has published over 51 articles, book chapters, technical/research reports and books. She sits on editorial boards for professional journals and is active in many professional organizations.

Judy is nationally known for her work in Multi-Tiered System of Supports/Response to Instruction and Intervention. She has led many successful projects in this area and actively continues to support school districts and national organizations in this work.

Lily Wong Fillmore is a linguist whose research and professional endeavors have focused on language learning and development in linguistic minority children in school settings. She was the Jerome Hutto Professor of Education at the University of California at Berkeley.

Much of her research, teaching and writing over the past four and a half decades have focused on issues related to the education of language minority students: on social and cognitive processes in language learning, on cultural differences in language learning behavior, on sources of variation in learning, the loss of family languages by immigrant and indigenous students as they acquire English in school, language revitalization efforts in indigenous communities, and the role played by literacy in language development in school age students. She has conducted studies of second language learners in school settings on Latino, Asian, American Indian and Alaskan Native children.

Since her retirement from the Berkeley faculty in 2004, she has worked with educators in urban school districts (Denver, Boston, NYC, San Francisco, Oakland, Albuquerque and Fresno) and with the Council of Great City Schools to improve academic language and literacy instruction for English learners and other language minority students.

Council Member Districts

Albuquerque, Anchorage, Arlington (Texas), Atlanta, Aurora (Colorado), Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County (Ft. Lauderdale), Buffalo, Charleston County, Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County (Las Vegas), Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, Duval County (Jacksonville), El Paso, Fort Worth, Fresno, Guilford County (Greensboro, N.C.), Hawaii, Hillsborough County (Tampa), Houston, Indianapolis, Jackson, Jefferson County (Louisville), Kansas City, Long Beach, Los Angeles, Manchester, Miami-Dade County, Milwaukee, Minneapolis, Nashville, New Orleans, New York City, Newark, Norfolk, Oakland, Oklahoma City, Omaha, Orange County (Orlando), Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Portland, Providence, Puerto Rico, Richmond, Rochester, Sacramento, San Antonio, San Diego, San Francisco, Santa Ana, Seattle, Shelby County, St. Louis, St. Paul, Stockton, Toledo, Toronto, Tulsa, Washington, D.C., Washoe, and Wichita



Council of the Great City Schools
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Washington, D.C. 20004

Bellevue Union School District

Agenda Item for Board Meeting of December 14, 2021

Agenda Category: Review and Action

Agenda Item Title: Consider Approval of FY 2021-22 First Interim Financial Report & Budget Transfers

Prepared By: Chris J. Kim, CBO

Background:

School Districts are required to file two reports during a fiscal year (interim reports) on the status of the District's financial health. The first interim report is due on December 15th for the period ending October 31st within the fiscal year.

This report takes into account updated revenue and expenditure assumptions inclusive of updates to: Average Daily Attendance and Enrollment, the Local Control Funding Formula, Salaries and Benefits, Revenues and Expenditures, Cash Balances, and District Reserves.

A Summary of Bellevue Union School District's updated budgetary assumptions at 1st Interim are presented for the Board of Trustees review and approva.

Cost:

n/a

Recommended Action:

Review and approve as presented.

Supporting Documents:

FY 2021.22 First Interim Financial Report

BELLEVUE UNION SCHOOL DISTRICT

Fiscal Year 2021-22

1st Interim Report

Presented to the Board:

December 14, 2021

Section 1:

Report

Tables and Charts

Financial Summary

BELLEVUE UNION
SCHOOL DISTRICT

DATE: December 14, 2021

TO: Board of Trustees, Bellevue Union School District
Dr. David Alexander, Superintendent

FROM: Dr. Chris J. Kim, Chief Business Official

SUBJECT: Fiscal Year 2021/22 1st Interim Report

INTRODUCTION

School Districts are required to file two reports during the fiscal year (interim reports) on the status of the District's financial health. The first interim report is due on December 15th for the period ending October 31st within the fiscal year.

This report takes into account updated revenue and expenditure assumptions inclusive of updates to: Average Daily Attendance and Enrollment, the Local Control Funding Formula, Salaries and Benefits, Revenues and Expenditures, Cash Balances, and District Reserves.

A Summary of Bellevue Union School District's updated budgetary assumptions at 1st Interim are as follows:

ENROLLMENT & ATTENDANCE PROJECTIONS

At this time, the District is continuing to project student enrollment declines which impacted the District prior to COVD-19 and the District's Distance Learning program during Shelter in Place. For the 2021/22 Fiscal Year, the District adopted a Budget that assumed total student enrollment (inclusive of those students enrolled in County Office of Education Programs) at 1515. This was a reduction in projected enrollment down from 1556 students in the prior year; however, due to the funding shelter provided

by the Hold Harmless Provision of the Coronavirus Relief Act, the District continued to budget based on a funded ADA of 1545.

As of 1st Interim, the District has adjusted its enrollment projections further down to 1502 students based on most recent counts, with a proportional reduction in Funded ADA to 1535 for the current Fiscal Year. The District continues to budget for continued declines in enrollment in the subsequent Fiscal Year(s) where enrollment projections decline to 1470 students with a corresponding decline in Funded ADA of 1432.

COST OF LIVING ADJUSTMENTS AND NEGOTIATED INCREASES TO COMPENSATION

As of 1st Interim, there have been no changes to the District's budget increases to its Cost of Living Factors (COLA) for the current and subsequent two fiscal years. Specifically, a COLA of 5.07% has been integrated into the District's Local Control Funding Formula (LCFF) for the current fiscal year followed by 2.48% and 3.11% respectively into the following two fiscal years. This is based on the Financial Projections provided by School Services of California which is in turn derived from the 2021-22 Enacted State Budget.

Although the District continues to negotiate working conditions with its Collective Bargaining Units, salary and benefits have been settled for the current fiscal year. These settlements include a 4% increase to salaries in the current fiscal year, followed by an increase to salaries benchmarked to COLA in the subsequent fiscal year – which at this point is 2.48%.

REVENUE PROJECTIONS

The Local Control Funding Formula was prepared using the most recent calculator (v.22.2b) and takes into account the aforementioned updated enrollment and attendance projections, updated cost of living adjustments, and updated property tax revenue projections to determine LCFF revenue projections for the 2021/22 and subsequent two Fiscal Years.

The most substantive updates to the District's Budgeted Revenue following the District's budget for adoption include: (1) $670,275 in additional and ongoing Concentration Grant Funding into the LCFF; (2) $1,606,931 in additional and ongoing Expanded Learning Opportunity Program Funding to Restricted State Revenue; and (3) various one time Special Education and

personnel grants totalling $311,127. These additional appropriations join the $2,358,417 in additional one time State and Federal funding (i.e. ELO, ESSER, GEER) that was integrated into the District's budget for adoption.

In total, taking into account adjustments to Local (property tax) Revenue, overall budgeted Revenue in FY 2021/22 has been increased from $25,087,748 as of the District's Budget for Adoption to $28,058,549 as of 1st Interim projections. Overall Revenue projections in FY 2022/23 has been updated to $26,104,185 based on the projected reduction to Funded ADA due to the expiration of the Hold Harmless provision, and a comparative reduction to one time funding assurances. Overall Revenue projections in FY 2023/24 is projected to increase back up to $28,225,346 due to a combination of continued COLA adjustments and a sizable $3,714,092 in one time future funding assurances via ESSER III.

It is important to note that much of the funding associated with the aforementioned revenue increases are restricted and one time in nature, meaning that they come with an expiration date and are not utilized for salary and benefits increases. Much of the additional revenue budgeted for as of 1st Interim – over that budgeted for during the District's Budget for Adoption – is offset by one time investments into the District's educational programs. These expenditures will be further explored in the following section.

EXPENDITURE PROJECTIONS

Expenditure projections in the FY 2021/22 Budget and following two fiscal years were adjusted for movement on the salary schedules for each employee (Step and Column), negotiated salary and benefits increases, projected increases to statutory and employee health benefits, and inclusion of new positions outlined in the District's Local Control and Accountability Plan (LCAP). These projected expenditures have been further adjusted as of 1st Interim to reflect actual expenditures as of December 7, 2021 and updated encumbrances for the remainder of the fiscal year.

Overall Salary and Benefits expenses for the District is now budgeted at $16,930,295, accounting for a 4% increase to salaries in FY 2021/22, a $2000 annual increase to employee health benefits contributions, and hiring of additional student support positions (i.e. Counselors and Literacy Paraprofessionals) as outlined in the District's LCAP for the current fiscal year. Overall Salary and Benefits expenditures are subsequently budgeted to increase in the following two Fiscal Years, accounting for continued movement up Step and Column in addition to the projected COLA adjustments noted in the prior section of this report.

Supplies, Services and Operating expenditures continue to be budgeted in alignment with the District's Local Control and Accountability Plan (LCAP) and are correspondingly adjusted based on the base, supplemental, and one time funding availability projected for each fiscal year. Specifically, Supplies, Services and Operating Expenditure Budgets now total $9,918,687 in FY 2021/22.

As was noted in the Revenue section above, it is equally important to note that the increase in expenditures budgeted for in the current and subsequent two fiscal years are associated with and offset by the aforementioned revenue increases that are restricted and one time in nature.

MULTI-YEAR PROJECTIONS & RESERVES

In summary, taking into account the current revenue and expenditure assumptions outlined in the prior sections of this report, the District is currently budgeted at 1st Interim for an operating surplus of $1,209,567 in FY 2021/22, followed by an operating deficit of -$1,381,443 in FY 2022/23 and a minor operating deficit of -$37,060 in FY 2023/24. The District's multi year reserve projection through FY 2023/24 is held fairly flat at around 14% as a proportion of total reserves against projected operating expenditures.

It is also important to note on the topic of unrestricted reserves, that the District is currently budgeted to maintain a sizable restricted fund balance between the current and subsequent two fiscal years, associated with the large one time funding assurances the District has received from State and Federal sources. As these funds are restricted in nature, they are not accounted for in the unrestricted reserve percentages.

Lastly, at this time, these reserve estimates do not take into account the increased cost of future collective bargaining agreements, including settlement with the Bellevue Education Association (BEA) in FY 2023/24 and the Classified School Employees Association (CSEA) in FY 2022/23 and FY 2023/24.

CASH PROJECTIONS

In FY 2020/21, the State of California deferred cash apportionments to School Districts to offset projected (at that time) deficits in the State's budget. Although the State's projected deficit due to COVID operations never materialized and in lieu flipped into a $75 billion surplus, cash apportionments to School Districts continued as planned. For the Bellevue Union School District, total cash apportionments in FY 2020/21 were estimated at $2,374,764 and scheduled to be returned to the District in the 2021/22 Fiscal Year. At this point in time, all cash deferrals have been returned to the District – and in conjunction to the various one time grants and learning loss mitigation funding received in the current fiscal year – the District projects a healthy cash balance of $4,052,584 as of December 2021 with a projected ending cash balance of $5,783,488 by June 30, 2022.

CHILD DEVELOPMENT PROGRAM

Fund 12 accounts for the State of California Preschool Grant that the District utilizes to reimburse the North Bay Children's Center to provide preschool programs within the District. At this time, there have been no substantive changes to the District's contractual agreement with the State of California in the amount of $1,317,978. Based on prior year(s) actual activity, the District continues to anticipate that there will be several contractual amendments throughout the fiscal year, increasing the Pre-School Grant, especially in light of the additional funding being allocated to early childhood education efforts at the State and Federal levels. The entirety of the Pre-School grant with the exception of an Indirect Cost Recovery rate will be "passed-through" to the North Bay Children's Center.

CHILD NUTRITION PROGRAM

Fund 13 accounts for the activities involved in running the Child Nutrition program at the District. The accounts have been reviewed and the budgets have been adjusted for FY 2021-22 to account for the District's Provision 2 program and Seamless Summer program which allows the District to establish claiming percentages and to serve all meals at no charge to our students for a 4 year period. That said, in FY 2020/21, under the provisions of Executive Order N-26-20 (Governor Gavin Newsom), the District provided free school meals for all children younger than 18 years of age, regardless of enrollment in the District, during the entire 2020-2021 school year through June 20, 2021. Additionally, employees of the District being charged off to the Child Nutrition program remained on District payroll, without the offsetting reimbursement of costs that normally accompanied the program in normal operating years. The fiscal impact of this scenario is that the District's general fund contributed $250,000 in one time funding to the Child Nutrition program in FY 2020/21. The full accounting on this inter-fund transfer was outlined in

the District's FY 2020/21 Unaudited Actuals report. As of 1st Interim reporting, the District currently projects a relatively balanced budget, with a minor net deficit of $5,306 against projected revenues of $1,059,500 from the Federal and State reimbursements.

GENERAL OBLIGATION BONDS

Fund 21 is used to account for the District's Bond Fund Balances. An election was held on March 3, 2020, for the purpose of submitting Measure C to the qualified electors of the District, authorizing the issuance of general obligation bonds in the aggregate principal amount of $28,000,000. The requisite fifty-five percent of the votes cast were in favor of the issuance of the Bonds and Resolution 16 was subsequently passed by the BUSD Board of Trustees on April 21, 2020, which authorized the issuance of $9 million ($8,855,000 after service fees) of the Bond to accomplish Measure C projects. The bonds were subsequently underwritten in full by the investment banking firm of Raymond James and were transferred into Fund 21 in May 2020.

Following the District's Budget for Adoption, on November 18, 2021, the District pursued and closed on an additional $8,330,000 (after services fees) in Series B funding associated with the aforementioned Measure C General Obligation Bond in anticipation of additional costs associated with the Kawana Springs Elementary School modernization project.

As of 1st Interim, the District has budgeted for $4,020,000 in current year expenditures with a projected ending fund balance of $13,913,117. That being said, as additional building projects are encumbered against this fund, budgeted expenditures will likewise be adjusted which will in turn influence the District's projected ending fund balance. These changes and future adjustments will be made in alignment with the next Facilities and Bond Projects presentation by the District's Director of Maintenance and Operations and Project Management Firm (RGMK and Associates).

DEVELOPER FEES

Fund 25, the Capital Facilities Fund, accounts for the residential and commercial developer fee revenue that the District receives from Housing Development activity within its geographic service area. Over the past several years, the District has benefited from substantially increased housing development leading to a subsequent increase in developer fee revenue received. Specifically, developer fee revenue has increased from $433,957 received in FY 2018/19 up to a projected $1,260,000 in the current fiscal year.

These increases have occurred in conjunction with the District's successful General Obligation Bond campaigns which in turn has resulted in a stepped increase in the Fund Balance due to under-utilization. Although it remains to be seen as to whether the building trend will continue into subsequent years, the District remains hopeful that the additional residential square footage in its service area will result in "downstream" increases to student enrollment into the future.

CONCLUSION

In summary, it is apparent that the District's financial position has been strengthened between the Budget for Adoption and 1st Interim due to continued monetary investment into public education by both the State and Federal Governments. It should be again noted however that much of the funding that has been and will be received by the District are either one time or restricted in nature, meaning that the District must carefully consider future inflationary, statutory, and negotiated cost increases with an eye towards sustainability.

BELLEVUE UNION SCHOOL DISTRICT

Fiscal Year 2021-22

1st Interim

Projections and Budget Adjustments

Chris J. Kim, Ed.D, MBA
Chief Business Official
ckim@busd.org

December 14, 2021

KEY UPDATES

Enrollment / ADA Hold Harmless Impacts

One Time and Ongoing Funding

Updated Local Control and Accountability Plan (LCAP) Budgets

Return of Deferred Cash Apportionments

BELLEVUE UNION SCHOOL DISTRICT

BUSD	*Actual* 2018/19	*Actual* 2019/20	*Actual* 2020/21	*Budget* 2021/22	*1st Interim* 2021/22	*Projection* 2022/23	*Projection* 2023/24
Total Enrollment (w/COE)	1,652	1,628	1,556	1,515	1,502	1,470	1,470
Funded ADA	1,640	1,557	1,548	1,545	1,535	1,432	1,402

BUSD	*Actual* 2018/19	*Actual* 2019/20	*Actual* 2020/21	*Budget* 2021/22	*1st Interim* 2021/22	*Projection* 2022/23	*Projection* 2023/24
Cost of Living Adjustment	3.70%	3.26%	0.00%	5.07%	5.07%	2.48%	3.11%
Increase to Salary Schedules	4.00%	4.00%	5.00%	4.00%	4.00%	TBD	TBD

BELLEVUE UNION SCHOOL DISTRICT

BUSD	*Budget* 2021/22	*1st Interim* 2021/22	*Projection* 2022/23	*Projection* 2023/24
Expanded Learning Opportunity (ELO) In Person Grant	$571,489	$571,489		
Expanded Learning Opportunity (ELO) Literacy Paraprofessional Grant	$120,374	$120,374		
Expanded Learning Opportunity (ELO) General Grant	$1,145,363	$1,145,363		
Governor's Emergency Education Relief (GEER) Grant	$128,343	$128,343		
Elementary and Secondary School Emergency Relief (ESSER) Grant I	$392,848	$392,848		
CDPH Personnel Grant		*$76,600*		
Special Education Learning Recovery Grant		*$184,080*		
Special Education Dispute Prevention Grant		*$32,725*		
Homeless Children and Youth Funds		*$17,722*		
LCFF Concentration Grant Adjustment		*$670,275*	*$670,275*	*$670,275*
Expanded Learning Opportunities Program (After School Emphasis)		*$1,606,931*	*$1,606,931*	*$1,606,931*
Elementary and Secondary School Emergency Relief (ESSER) Grant II			$1,626,429	
Elementary and Secondary School Emergency Relief (ESSER) Grant III				$3,714,092
	$2,358,417	$4,946,750	$3,903,635	$5,991,298

One Time and Supplemental Funding

BELLEVUE UNION SCHOOL DISTRICT

	Actuals	*Actuals*	*Budget*	*1st Interim*	*Updated MYP*	*Updated MYP*
	FY 2019/20	FY 2020/21	FY 2021/22	FY 2021/22	FY 2022/23	FY 2023/24
Certificated Salaries	$7,559,742	$8,178,434	$8,281,874	$8,862,435	$9,192,435	$9,632,435
Classified Salaries	$2,756,502	$2,871,980	$3,264,434	$3,214,943	$3,278,943	$3,360,943
Benefits	$4,095,272	$4,418,206	$4,423,980	$4,852,917	$5,095,562	$5,350,341
Books and Supplies	$634,464	$814,582	$847,366	$953,406	$953,406	$953,406
Services & Op. Exp.	$7,087,704	$7,987,222	$8,145,981	$8,963,281	$8,963,281	$8,963,281
Capital and Other	-$24,300	$9,761	$2,000	$2,000	$2,000	$2,000
Total	$22,109,383	$24,280,185	$24,965,635	$26,848,982	$27,485,628	$28,262,406

BELLEVUE UNION SCHOOL DISTRICT

	Actuals	*Actuals*	*Budget*	*1st Interim*	*Updated MYP*	*Updated MYP*
	FY 2019/20	FY 2020/21	FY 2021/22	FY 2021/22	FY 2022/23	FY 2023/24
Certificated Salaries	$7,559,742	$8,178,434	$8,281,874	$8,862,435	$9,192,435	$9,632,435
Classified Salaries	$2,756,502	$2,871,980	$3,264,434	$3,214,943	$3,278,943	$3,360,943
Benefits	$4,095,272	$4,418,206	$4,423,980	$4,852,917	$5,095,562	$5,350,341
Books and Supplies	$634,464	$814,582	$847,366	$953,406	$953,406	$953,406
Services & Op. Exp.	$7,087,704	$7,987,222	$8,145,981	$8,963,281	$8,963,281	$8,963,281
Capital and Other	-$24,300	$9,761	$2,000	$2,000	$2,000	$2,000
Total	$22,109,383	$24,280,185	$24,965,635	$26,848,982	$27,485,628	$28,262,406

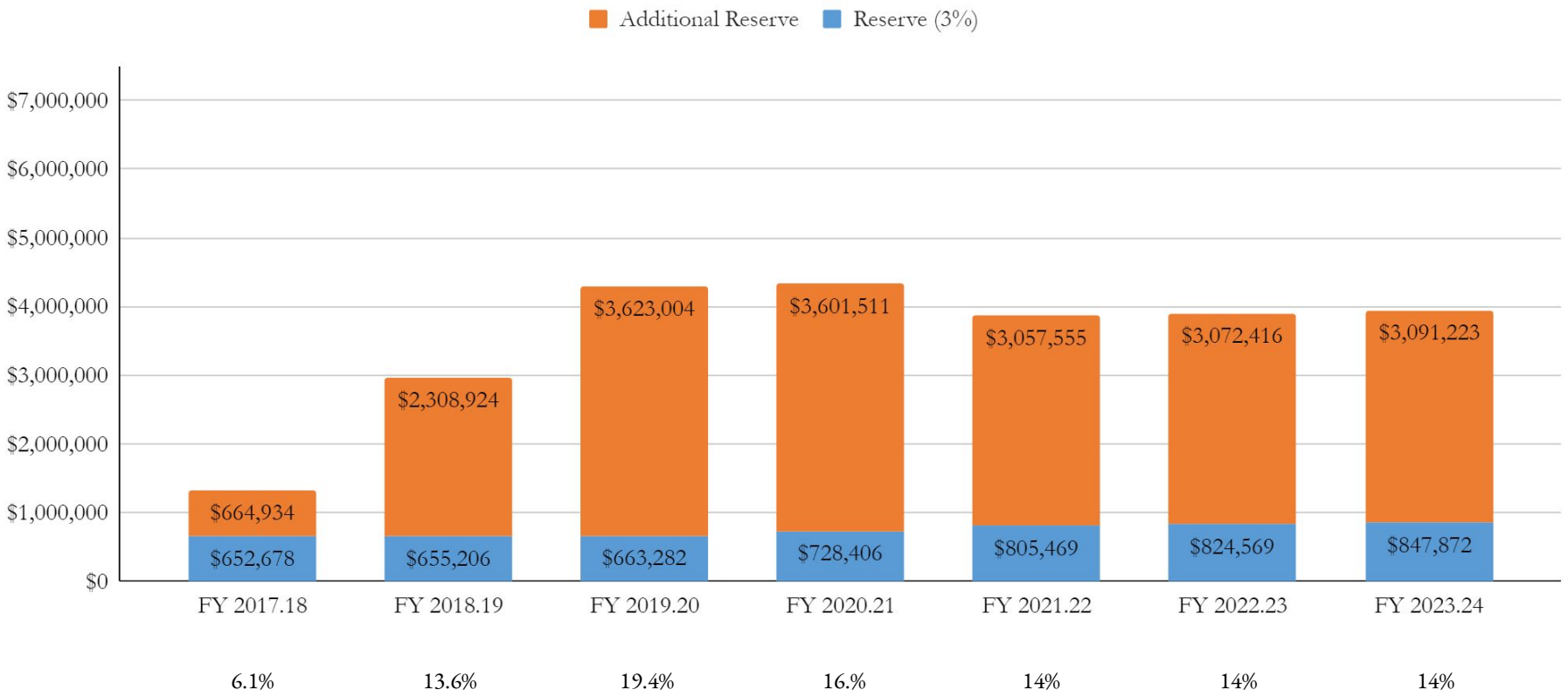
BELLEVUE UNION SCHOOL DISTRICT

	Actuals	*Actuals*	*Budget*	*1st Interim*	*Updated MYP*	*Updated MYP*
	FY 2019/20	FY 2020/21	FY 2021/22	FY 2021/22	FY 2022/23	FY 2023/24
Beginning Balance	$3,672,907	$4,956,838	$4,819,577	$5,423,826	$6,633,393	$5,251,950
Revenue	$23,393,314	$24,770,947	$25,088,462	$28,058,549	$26,104,185	$28,225,346
Expenditures	$22,109,383	$24,303,959	$24,965,635	$26,848,982	$27,485,628	$28,262,406
Net	$1,283,931	$466,988	$122,827	$1,209,567	-$1,381,443	-$37,060
Ending Balance	$4,956,838	$5,423,826	$4,942,404	$6,633,393	$5,251,950	$5,214,890

BELLEVUE UNION SCHOOL DISTRICT

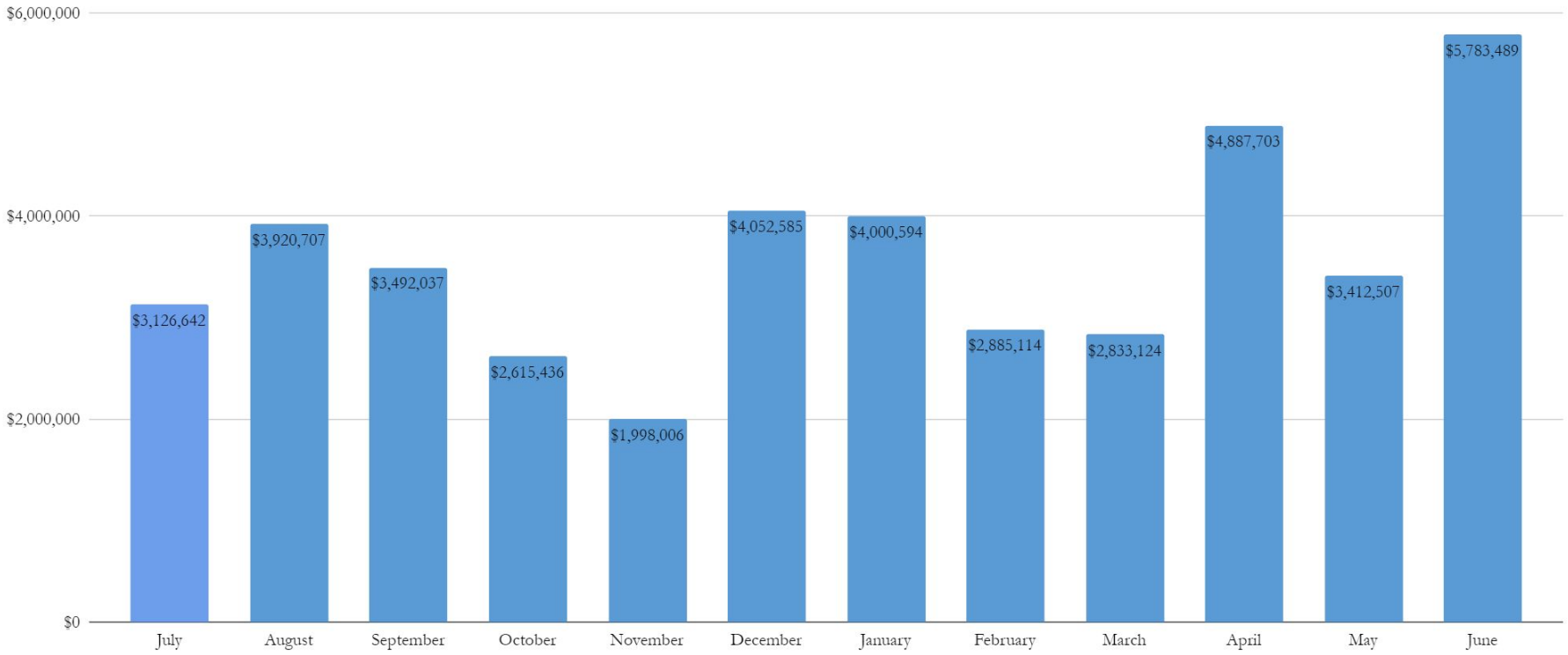
	Actuals	*Actuals*	*Budget*	*1st Interim*	*Updated MYP*	*Updated MYP*
	FY 2019/20	FY 2020/21	FY 2021/22	FY 2021/22	FY 2022/23	FY 2023/24
Ending Balance	$4,956,838	$5,423,826	$4,942,404	$6,633,393	$5,251,950	$5,214,890
... Revolving Cash	$2,500	$2,500	$0	$0	$0	$0
... Restricted Funds	$670,552	$1,093,909	$767,100	$2,770,368	$1,354,965	$1,275,794
... 3% Reserve Min	$663,282	$728,406	$748,969	$805,469	$824,569	$847,872
... Additional Reserve	$3,623,004	$3,601,511	$3,426,335	$3,057,555	$3,072,416	$3,091,223

BELLEVUE UNION SCHOOL DISTRICT



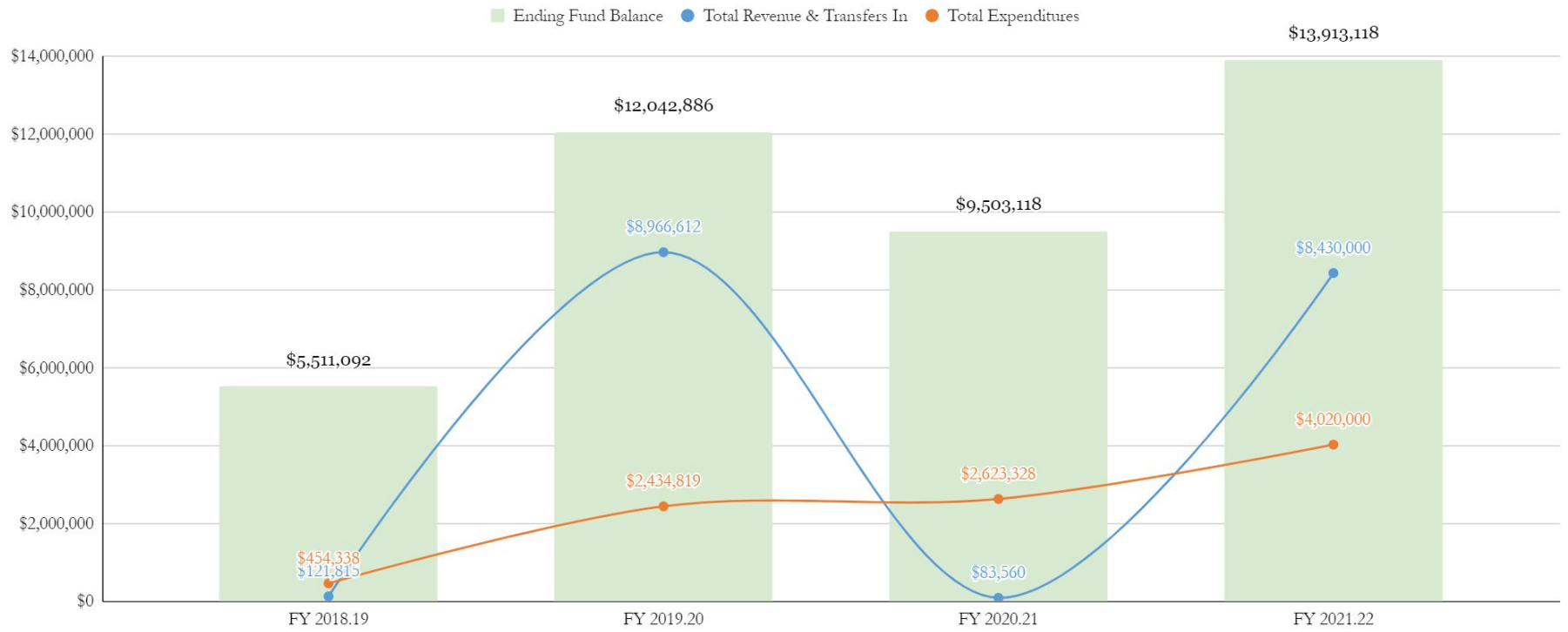
UNRESTRICTED RESERVE PERCENTAGES

BELLEVUE UNION SCHOOL DISTRICT



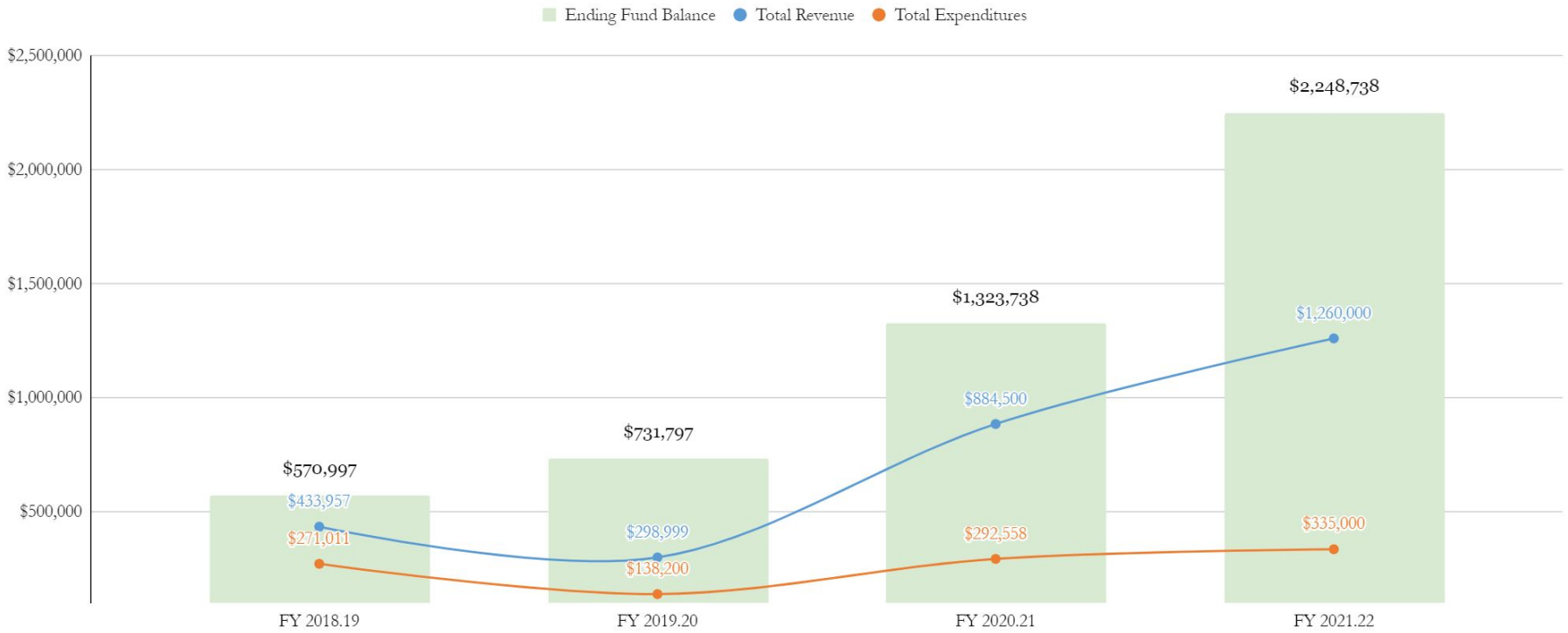
CASH FLOW PROJECTIONS

BELLEVUE UNION SCHOOL DISTRICT



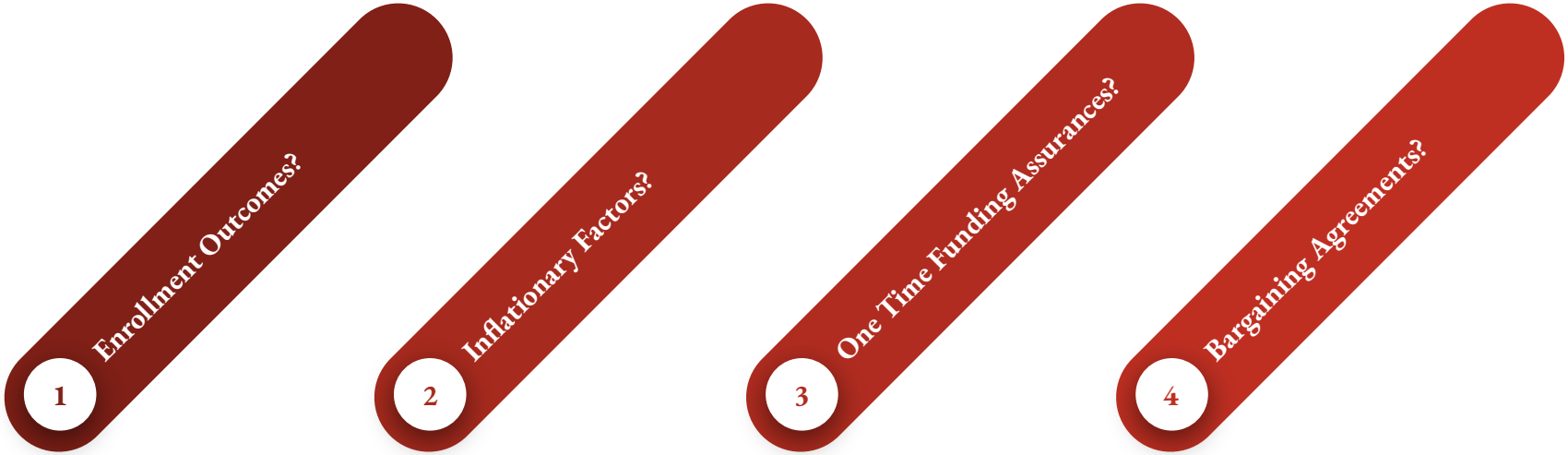
GENERAL OBLIGATION BONDS

BELLEVUE UNION SCHOOL DISTRICT



DEVELOPER FEES

BELLEVUE UNION SCHOOL DISTRICT



Additional Fiscal Considerations

Bellevue Union School District
FY 2021/22 1st Interim Projected Year Totals

			Fund 01	Fund 12	Fund 13	Fund 21	Fund 25	All Funds
			General Fund	Child Development Fund	Food Service Fund	Capital Facilites Fund - Bonds	Capital Facilites Fund - Developer Fees	
	Beginning Balance (7/1)		$5,423,826.65	$0.00	$104,377.18	$9,503,117.53	$1,323,738.36	$16,355,059.72
A	Income							
	LCFF	8010-8099	$19,847,570.00	$0.00	$0.00	$0.00	$0.00	$19,847,570.00
	Federal	8100-8299	$2,135,184.00	$0.00	$800,000.00	$0.00	$0.00	$2,935,184.00
	State	8300-8599	$5,312,103.00	$1,317,978.00	$250,000.00	$0.00	$0.00	$6,880,081.00
	Local	8600-8799	$763,692.00	$0.00	$9,500.00	$100,000.00	$1,260,000.00	$2,133,192.00
	Total Income		$28,058,549.00	$1,317,978.00	$1,059,500.00	$100,000.00	$1,260,000.00	$31,796,027.00
B	Expenditures							
	Certificated Salaries	1000-1999	$8,862,435.11	$0.00	$0.00	$0.00	$0.00	$8,862,435.11
	Classified Salaries	2000-2999	$3,214,943.43	$0.00	$290,704.00	$0.00	$0.00	$3,505,647.43
	Employee Benefits	3000-3999	$4,852,916.59	$0.00	$127,552.00	$0.00	$0.00	$4,980,468.59
	Books and Supplies	4000-4999	$953,406.00	$0.00	$392,100.00	$0.00	$0.00	$1,345,506.00
	Services and Expenditures	5000-5999	$8,963,281.00	$1,317,978.00	$254,450.00	$0.00	$160,000.00	$10,695,709.00
	Capital Outlay	6000-6999	$2,000.00	$0.00	$0.00	$4,020,000.00	$175,000.00	$4,197,000.00
	Other Outgo	7100-7299 7400-7499	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	Trf of Indirect Costs	7300-7399	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	Total Expenditures		$26,848,982.13	$1,317,978.00	$1,064,806.00	$4,020,000.00	$335,000.00	$33,586,766.13
C	Excess/Deficiency		$1,209,566.87	$0.00	-$5,306.00	-$3,920,000.00	$925,000.00	-$1,790,739.13
D	Other Financing Sources / Uses							
	Interfund Transfers		----	---	---	---	---	$0.00
	In		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	Out		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	Other Sources/Uses		----	---	---	---	---	$0.00
	Sources		$0.00	$0.00	$0.00	$8,330,000.00	$0.00	$8,330,000.00
	Uses		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	Contributions		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	Total Other Financing Sources / Uses		$0.00	$0.00	$0.00	$8,330,000.00	$0.00	$8,330,000.00
E	Net Increase/Decrease in Fund Balance		$1,209,566.87	$0.00	-$5,306.00	$4,410,000.00	$925,000.00	$6,539,260.87
F	**Ending Fund Balance**		**$6,633,393.52**	**$0.00**	**$99,071.18**	**$13,913,117.53**	**$2,248,738.36**	**$22,894,320.59**
	Components of Ending Fund Balance		----	---	---	---	---	
	Revolving Cash		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	Stores		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	Prepaid Expenditures		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	Restricted		$2,770,368.49	$0.00	$87,571.18	$0.00	$0.00	$2,857,939.67
	Committed		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	Assigned		$0.00	$0.00	$0.00	$13,913,117.53	$2,248,738.36	$16,161,855.89
	Reserve for Economic Uncertainity		$3,863,025.03	$0.00	$0.00	$0.00	$0.00	$3,863,025.03
	Unassigned/Unappropriated		$0.00	$0.00	$11,500.00	$0.00	$0.00	$11,500.00
			$6,633,393.52	**$0.00**	**$99,071.18**	**$13,913,117.53**	**$2,248,738.36**	**$22,894,320.59**

Section 2:

Certifications

Average Daily Attendance

Summary of Interfund Activities

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____ Date: _____
District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:
This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: December 14, 2021 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

X POSITIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

___ QUALIFIED CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

___ NEGATIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Dr. Chris J. Kim Telephone: 707-542-5197, x8

Title: Chief Business Official E-mail: ckim@busd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.	X	
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?		X
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current 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 since budget adoption by more than $20,000 and more than 5% for any of the current 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 current or two subsequent fiscal years increased over prior year's (2020-21) annual payment?		X
		• If yes, 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?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, have there been changes since budget adoption in OPEB liabilities?	n/a	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1b)	n/a	
S8	Labor Agreement Budget Revisions	For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
		• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal 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 and current fiscal years?		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 or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current 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	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
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)	1,520.55	1,520.55	1,417.00	1,520.55	0.00	0%
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	0.00	0.00	0.00	0.00	0%
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)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,520.55	1,520.55	1,417.00	1,520.55	0.00	0%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	24.00	24.00	14.50	14.50	(9.50)	-40%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	24.00	24.00	14.50	14.50	(9.50)	-40%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,544.55	1,544.55	1,431.50	1,535.05	(9.50)	-1%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0%
2. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0%
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
5. County Operations Grant ADA	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
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	0.00	0.00	0.00	0.00	0.00	0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
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%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
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%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0%
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	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
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%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
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%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0%
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%

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01I GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
08I 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								
09I 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								
10I SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11I ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12I CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13I CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14I DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15I PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17I SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18I SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19I FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20I SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21I BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25I CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30I STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35I COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40I SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49I CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51I BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52I DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53I TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56I DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57I FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
61I CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62I CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63I OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66I WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67I SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71I RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73I FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76I WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95I STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	0.00	0.00		

Section 3:

General Fund

Child Development Fund

Cafeteria Fund

Building Fund

Capital Facilities Fund

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	18,559,711.00	19,128,139.00	3,128,699.78	19,128,139.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	282,711.00	283,125.00	45,852.91	283,125.00	0.00	0.0%
4) Other Local Revenue		8600-8799	265,000.00	435,000.00	34,615.38	435,000.00	0.00	0.0%
5) TOTAL, REVENUES			19,107,422.00	19,846,264.00	3,209,168.07	19,846,264.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	6,391,720.00	6,837,583.00	1,740,156.79	6,837,581.11	1.89	0.0%
2) Classified Salaries		2000-2999	2,085,115.00	1,974,630.00	655,174.22	1,974,624.43	5.57	0.0%
3) Employee Benefits		3000-3999	2,662,263.00	3,009,758.00	852,312.58	3,009,729.59	28.41	0.0%
4) Books and Supplies		4000-4999	469,902.00	557,542.00	209,391.41	557,542.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,830,830.00	2,808,830.00	416,809.80	2,808,830.00	0.00	0.0%
6) Capital Outlay		6000-6999	2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	2,872.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			14,441,830.00	15,190,343.00	3,876,716.80	15,190,307.13		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,665,592.00	4,655,921.00	(667,548.73)	4,655,956.87		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	714.00	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	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	(4,537,979.00)	(4,777,849.00)	0.00	(4,777,849.00)	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,537,265.00)	(4,777,849.00)	0.00	(4,777,849.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			128,327.00	(121,928.00)	(667,548.73)	(121,892.13)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,046,977.00	3,984,918.00		3,984,917.16	(0.84)	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,046,977.00	3,984,918.00		3,984,917.16		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,046,977.00	3,984,918.00		3,984,917.16		
2) Ending Balance, June 30 (E + F1e)			4,175,304.00	3,862,990.00		3,863,025.03		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	4,175,304.00	3,862,990.00		3,863,025.03		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment State Aid - Current Year		8011	9,431,384.00	9,935,402.00	2,833,472.00	9,935,402.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	308,910.00	307,010.00	77,382.00	307,010.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	170,273.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	45,096.00	44,089.00	0.00	44,089.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	389.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	7,322,010.00	7,562,968.00	4,225.63	7,562,968.00	0.00	0.0%
Unsecured Roll Taxes		8042	249,684.00	252,009.00	0.00	252,009.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	181,500.00	173,300.00	43,347.15	173,300.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	692,768.00	749,361.00	0.00	749,361.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	327,970.00	104,000.00	0.00	104,000.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			18,559,711.00	19,128,139.00	3,128,699.78	19,128,139.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	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	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			18,559,711.00	19,128,139.00	3,128,699.78	19,128,139.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	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	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	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		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Supporting Effective Instruction	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	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	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	49,459.00	49,873.00	0.00	49,873.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	223,252.00	223,252.00	45,852.91	223,252.00	0.00	0.0%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
All Other State Revenue	All Other	8590	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			282,711.00	283,125.00	45,852.91	283,125.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	35,000.00	35,000.00	6,850.15	35,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	230,000.00	400,000.00	27,765.23	400,000.00	0.00	0.0%
Tuition		8710	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	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	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	0.0%
From JPAs	All Other	8793	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	0.0%
TOTAL, OTHER LOCAL REVENUE			265,000.00	435,000.00	34,615.38	435,000.00	0.00	0.0%
TOTAL, REVENUES			19,107,422.00	19,846,264.00	3,209,168.07	19,846,264.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	5,596,814.00	6,060,680.00	1,481,189.67	6,060,679.75	0.25	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	789,906.00	776,903.00	258,967.12	776,901.36	1.64	0.0%
Other Certificated Salaries		1900	5,000.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			6,391,720.00	6,837,583.00	1,740,156.79	6,837,581.11	1.89	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	204,247.00	163,222.00	68,960.83	163,221.56	0.44	0.0%
Classified Support Salaries		2200	438,739.00	474,656.00	160,167.20	474,655.11	0.89	0.0%
Classified Supervisors' and Administrators' Salaries		2300	314,680.00	307,173.00	91,293.17	307,171.76	1.24	0.0%
Clerical, Technical and Office Salaries		2400	670,899.00	587,044.00	200,650.27	587,042.03	1.97	0.0%
Other Classified Salaries		2900	456,550.00	442,535.00	134,102.75	442,533.97	1.03	0.0%
TOTAL, CLASSIFIED SALARIES			2,085,115.00	1,974,630.00	655,174.22	1,974,624.43	5.57	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	901,457.00	1,036,752.00	289,853.50	1,036,750.98	1.02	0.0%
PERS		3201-3202	444,411.00	444,806.00	143,141.04	444,802.59	3.41	0.0%
OASDI/Medicare/Alternative		3301-3302	234,016.00	242,972.00	74,361.80	242,964.76	7.24	0.0%
Health and Welfare Benefits		3401-3402	819,725.00	1,058,501.00	279,265.14	1,058,495.01	5.99	0.0%
Unemployment Insurance		3501-3502	87,384.00	38,757.00	11,154.74	38,751.11	5.89	0.0%
Workers' Compensation		3601-3602	175,270.00	187,970.00	54,536.36	187,965.14	4.86	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,662,263.00	3,009,758.00	852,312.58	3,009,729.59	28.41	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	468,402.00	498,042.00	150,810.44	498,042.00	0.00	0.0%
Noncapitalized Equipment		4400	1,500.00	59,500.00	58,580.97	59,500.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			469,902.00	557,542.00	209,391.41	557,542.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	1,788,500.00	1,793,500.00	411,674.23	1,793,500.00	0.00	0.0%
Travel and Conferences		5200	48,000.00	48,000.00	19,498.68	48,000.00	0.00	0.0%
Dues and Memberships		5300	17,000.00	17,000.00	1,195.00	17,000.00	0.00	0.0%
Insurance		5400-5450	100,000.00	100,000.00	0.00	100,000.00	0.00	0.0%
Operations and Housekeeping Services		5500	154,500.00	154,500.00	5,302.64	154,500.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	39,000.00	39,000.00	647.76	39,000.00	0.00	0.0%
Transfers of Direct Costs		5710	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	0.0%
Professional/Consulting Services and Operating Expenditures		5800	601,730.00	552,730.00	(29,107.49)	552,730.00	0.00	0.0%
Communications		5900	82,100.00	104,100.00	7,598.98	104,100.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,830,830.00	2,808,830.00	416,809.80	2,808,830.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	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	0.0%
Payments to County Offices		7142	0.00	0.00	2,872.00	0.00	0.00	0.0%
Payments to JPAs		7143	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	0.0%
To County Offices		7212	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	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	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	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	2,872.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			14,441,830.00	15,190,343.00	3,876,716.80	15,190,307.13	35.87	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	714.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			714.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	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	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(4,537,979.00)	(4,777,849.00)	0.00	(4,777,849.00)	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(4,537,979.00)	(4,777,849.00)	0.00	(4,777,849.00)	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(4,537,265.00)	(4,777,849.00)	0.00	(4,777,849.00)	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	719,431.00	719,431.00	0.00	719,431.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,694,237.00	2,135,184.00	175,568.79	2,135,184.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,237,966.00	5,028,978.00	621,293.19	5,028,978.00	0.00	0.0%
4) Other Local Revenue		8600-8799	328,692.00	328,692.00	160,002.00	328,692.00	0.00	0.0%
5) TOTAL, REVENUES			5,980,326.00	8,212,285.00	956,863.98	8,212,285.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	1,890,154.00	2,024,854.00	633,310.35	2,024,854.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,179,319.00	1,240,319.00	305,970.29	1,240,319.00	0.00	0.0%
3) Employee Benefits		3000-3999	1,761,717.00	1,843,187.00	325,484.65	1,843,187.00	0.00	0.0%
4) Books and Supplies		4000-4999	377,464.00	395,864.00	123,795.27	395,864.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	5,315,151.00	6,154,451.00	1,071,735.63	6,154,451.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			10,523,805.00	11,658,675.00	2,460,296.19	11,658,675.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,543,479.00)	(3,446,390.00)	(1,503,432.21)	(3,446,390.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	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	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	4,537,979.00	4,777,849.00	0.00	4,777,849.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			4,537,979.00	4,777,849.00	0.00	4,777,849.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,500.00)	1,331,459.00	(1,503,432.21)	1,331,459.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	772,603.00	1,438,913.00		1,438,909.49	(3.51)	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			772,603.00	1,438,913.00		1,438,909.49		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			772,603.00	1,438,913.00		1,438,909.49		
2) Ending Balance, June 30 (E + F1e)			767,103.00	2,770,372.00		2,770,368.49		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	767,103.00	2,770,372.00		2,770,368.49		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	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		
Property Taxes Transfers		8097	719,431.00	719,431.00	0.00	719,431.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			719,431.00	719,431.00	0.00	719,431.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	410,069.00	410,069.00	(410,069.00)	410,069.00	0.00	0.0%
Special Education Discretionary Grants		8182	39,946.00	39,946.00	(87,029.00)	39,946.00	0.00	0.0%
Child Nutrition Programs		8220	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	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	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	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	470,897.00	470,897.00	0.00	470,897.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	94,737.00	94,737.00	4,864.00	94,737.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	14,863.00	14,863.00	0.00	14,863.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	104,934.00	104,934.00	41,525.00	104,934.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	37,600.00	37,600.00	0.00	37,600.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	521,191.00	962,138.00	626,277.79	962,138.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,694,237.00	2,135,184.00	175,568.79	2,135,184.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319	0.00	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	0.00	0.0%
Prior Years	6500	8319	0.00	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	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materia		8560	77,164.00	77,164.00	50,075.56	77,164.00	0.00	0.0%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	536,000.00	536,000.00	53,480.83	536,000.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,624,802.00	4,415,814.00	517,736.80	4,415,814.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			3,237,966.00	5,028,978.00	621,293.19	5,028,978.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustme		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	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	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	328,692.00	328,692.00	160,002.00	328,692.00	0.00	0.0%
From JPAs	6500	8793	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	0.0%
From County Offices	6360	8792	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	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	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	0.0%
From JPAs	All Other	8793	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	0.0%
TOTAL, OTHER LOCAL REVENUE			328,692.00	328,692.00	160,002.00	328,692.00	0.00	0.0%
TOTAL, REVENUES			5,980,326.00	8,212,285.00	956,863.98	8,212,285.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	909,254.00	1,157,654.00	304,519.16	1,157,654.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	497,211.00	380,811.00	164,843.68	380,811.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	483,689.00	486,389.00	163,947.51	486,389.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,890,154.00	2,024,854.00	633,310.35	2,024,854.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	822,976.00	864,376.00	183,084.69	864,376.00	0.00	0.0%
Classified Support Salaries		2200	136,532.00	136,532.00	45,767.40	136,532.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	111,330.00	111,330.00	37,109.68	111,330.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	108,481.00	128,081.00	40,008.52	128,081.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			1,179,319.00	1,240,319.00	305,970.29	1,240,319.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	1,092,316.00	1,112,486.00	103,267.34	1,112,486.00	0.00	0.0%
PERS		3201-3202	199,529.00	233,529.00	74,568.38	233,529.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	93,968.00	105,968.00	33,451.94	105,968.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	276,391.00	302,091.00	88,387.73	302,091.00	0.00	0.0%
Unemployment Insurance		3501-3502	33,785.00	19,785.00	4,393.69	19,785.00	0.00	0.0%
Workers' Compensation		3601-3602	65,728.00	69,328.00	21,415.57	69,328.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,761,717.00	1,843,187.00	325,484.65	1,843,187.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	30,000.00	30,000.00	599.00	30,000.00	0.00	0.0%
Materials and Supplies		4300	309,864.00	328,264.00	109,830.21	328,264.00	0.00	0.0%
Noncapitalized Equipment		4400	37,600.00	37,600.00	13,366.06	37,600.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			377,464.00	395,864.00	123,795.27	395,864.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	195,000.00	490,300.00	151,517.09	490,300.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	6,000.00	6,000.00	1,968.05	6,000.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	3,000.00	3,000.00	2,983.02	3,000.00	0.00	0.0%
Transfers of Direct Costs		5710	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	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,111,151.00	5,655,151.00	915,267.47	5,655,151.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,315,151.00	6,154,451.00	1,071,735.63	6,154,451.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	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	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	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	0.0%
To JPAs		7213	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	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	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	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	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	0.0%
All Other Transfers		7281-7283	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	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			10,523,805.00	11,658,675.00	2,460,296.19	11,658,675.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	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	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	4,537,979.00	4,777,849.00	0.00	4,777,849.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			4,537,979.00	4,777,849.00	0.00	4,777,849.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			4,537,979.00	4,777,849.00	0.00	4,777,849.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	19,279,142.00	19,847,570.00	3,128,699.78	19,847,570.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,694,237.00	2,135,184.00	175,568.79	2,135,184.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,520,677.00	5,312,103.00	667,146.10	5,312,103.00	0.00	0.0%
4) Other Local Revenue		8600-8799	593,692.00	763,692.00	194,617.38	763,692.00	0.00	0.0%
5) TOTAL, REVENUES			25,087,748.00	28,058,549.00	4,166,032.05	28,058,549.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	8,281,874.00	8,862,437.00	2,373,467.14	8,862,435.11	1.89	0.0%
2) Classified Salaries		2000-2999	3,264,434.00	3,214,949.00	961,144.51	3,214,943.43	5.57	0.0%
3) Employee Benefits		3000-3999	4,423,980.00	4,852,945.00	1,177,797.23	4,852,916.59	28.41	0.0%
4) Books and Supplies		4000-4999	847,366.00	953,406.00	333,186.68	953,406.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	8,145,981.00	8,963,281.00	1,488,545.43	8,963,281.00	0.00	0.0%
6) Capital Outlay		6000-6999	2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	2,872.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			24,965,635.00	26,849,018.00	6,337,012.99	26,848,982.13		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			122,113.00	1,209,531.00	(2,170,980.94)	1,209,566.87		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	714.00	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	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			714.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			122,827.00	1,209,531.00	(2,170,980.94)	1,209,566.87		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,819,580.00	5,423,831.00		5,423,826.65	(4.35)	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,819,580.00	5,423,831.00		5,423,826.65		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,819,580.00	5,423,831.00		5,423,826.65		
2) Ending Balance, June 30 (E + F1e)			4,942,407.00	6,633,362.00		6,633,393.52		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	767,103.00	2,770,372.00		2,770,368.49		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	4,175,304.00	3,862,990.00		3,863,025.03		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment State Aid - Current Year		8011	9,431,384.00	9,935,402.00	2,833,472.00	9,935,402.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	308,910.00	307,010.00	77,382.00	307,010.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	170,273.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	45,096.00	44,089.00	0.00	44,089.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	389.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	7,322,010.00	7,562,968.00	4,225.63	7,562,968.00	0.00	0.0%
Unsecured Roll Taxes		8042	249,684.00	252,009.00	0.00	252,009.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	181,500.00	173,300.00	43,347.15	173,300.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	692,768.00	749,361.00	0.00	749,361.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	327,970.00	104,000.00	0.00	104,000.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			18,559,711.00	19,128,139.00	3,128,699.78	19,128,139.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	719,431.00	719,431.00	0.00	719,431.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			19,279,142.00	19,847,570.00	3,128,699.78	19,847,570.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	410,069.00	410,069.00	(410,069.00)	410,069.00	0.00	0.0%
Special Education Discretionary Grants		8182	39,946.00	39,946.00	(87,029.00)	39,946.00	0.00	0.0%
Child Nutrition Programs		8220	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	0.0%
Forest Reserve Funds		8260	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	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	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	0.0%
Title I, Part A, Basic	3010	8290	470,897.00	470,897.00	0.00	470,897.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	94,737.00	94,737.00	4,864.00	94,737.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	14,863.00	14,863.00	0.00	14,863.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	104,934.00	104,934.00	41,525.00	104,934.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	37,600.00	37,600.00	0.00	37,600.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	521,191.00	962,138.00	626,277.79	962,138.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,694,237.00	2,135,184.00	175,568.79	2,135,184.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319	0.00	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	0.00	0.0%
Prior Years	6500	8319	0.00	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	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	49,459.00	49,873.00	0.00	49,873.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materia		8560	300,416.00	300,416.00	95,928.47	300,416.00	0.00	0.0%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	536,000.00	536,000.00	53,480.83	536,000.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,634,802.00	4,425,814.00	517,736.80	4,425,814.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			3,520,677.00	5,312,103.00	667,146.10	5,312,103.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	35,000.00	35,000.00	6,850.15	35,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	230,000.00	400,000.00	27,765.23	400,000.00	0.00	0.0%
Tuition		8710	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	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	328,692.00	328,692.00	160,002.00	328,692.00	0.00	0.0%
From JPAs	6500	8793	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	0.0%
From County Offices	6360	8792	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	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	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	0.0%
From JPAs	All Other	8793	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	0.0%
TOTAL, OTHER LOCAL REVENUE			593,692.00	763,692.00	194,617.38	763,692.00	0.00	0.0%
TOTAL, REVENUES			25,087,748.00	28,058,549.00	4,166,032.05	28,058,549.00	0.00	0.0%

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CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	6,506,068.00	7,218,334.00	1,785,708.83	7,218,333.75	0.25	0.0%
Certificated Pupil Support Salaries		1200	497,211.00	380,811.00	164,843.68	380,811.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,273,595.00	1,263,292.00	422,914.63	1,263,290.36	1.64	0.0%
Other Certificated Salaries		1900	5,000.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			8,281,874.00	8,862,437.00	2,373,467.14	8,862,435.11	1.89	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,027,223.00	1,027,598.00	252,045.52	1,027,597.56	0.44	0.0%
Classified Support Salaries		2200	575,271.00	611,188.00	205,934.60	611,187.11	0.89	0.0%
Classified Supervisors' and Administrators' Salaries		2300	426,010.00	418,503.00	128,402.85	418,501.76	1.24	0.0%
Clerical, Technical and Office Salaries		2400	779,380.00	715,125.00	240,658.79	715,123.03	1.97	0.0%
Other Classified Salaries		2900	456,550.00	442,535.00	134,102.75	442,533.97	1.03	0.0%
TOTAL, CLASSIFIED SALARIES			3,264,434.00	3,214,949.00	961,144.51	3,214,943.43	5.57	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	1,993,773.00	2,149,238.00	393,120.84	2,149,236.98	1.02	0.0%
PERS		3201-3202	643,940.00	678,335.00	217,709.42	678,331.59	3.41	0.0%
OASDI/Medicare/Alternative		3301-3302	327,984.00	348,940.00	107,813.74	348,932.76	7.24	0.0%
Health and Welfare Benefits		3401-3402	1,096,116.00	1,360,592.00	367,652.87	1,360,586.01	5.99	0.0%
Unemployment Insurance		3501-3502	121,169.00	58,542.00	15,548.43	58,536.11	5.89	0.0%
Workers' Compensation		3601-3602	240,998.00	257,298.00	75,951.93	257,293.14	4.86	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			4,423,980.00	4,852,945.00	1,177,797.23	4,852,916.59	28.41	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	30,000.00	30,000.00	599.00	30,000.00	0.00	0.0%
Materials and Supplies		4300	778,266.00	826,306.00	260,640.65	826,306.00	0.00	0.0%
Noncapitalized Equipment		4400	39,100.00	97,100.00	71,947.03	97,100.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			847,366.00	953,406.00	333,186.68	953,406.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	1,983,500.00	2,283,800.00	563,191.32	2,283,800.00	0.00	0.0%
Travel and Conferences		5200	48,000.00	48,000.00	19,498.68	48,000.00	0.00	0.0%
Dues and Memberships		5300	17,000.00	17,000.00	1,195.00	17,000.00	0.00	0.0%
Insurance		5400-5450	100,000.00	100,000.00	0.00	100,000.00	0.00	0.0%
Operations and Housekeeping Services		5500	160,500.00	160,500.00	7,270.69	160,500.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	42,000.00	42,000.00	3,630.78	42,000.00	0.00	0.0%
Transfers of Direct Costs		5710	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	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,712,881.00	6,207,881.00	886,159.98	6,207,881.00	0.00	0.0%
Communications		5900	82,100.00	104,100.00	7,598.98	104,100.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			8,145,981.00	8,963,281.00	1,488,545.43	8,963,281.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	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	0.0%
Payments to County Offices		7142	0.00	0.00	2,872.00	0.00	0.00	0.0%
Payments to JPAs		7143	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	0.0%
To County Offices		7212	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	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	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	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	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	0.0%
All Other Transfers		7281-7283	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	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	2,872.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			24,965,635.00	26,849,018.00	6,337,012.99	26,848,982.13	35.87	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	714.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			714.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	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	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			714.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2021-22 Projected Year Totals
2600	Expanded Learning Opportunities Program	711,931.00
3010	ESSA: Title I, Part A, Basic Grants Low-Inco	4,087.14
3212	Elementary and Secondary School Emergen	165,829.00
3213	Elementary and Secondary School Emergen	275,118.00
6537	Special Ed: Learning Recovery Support	184,081.00
7311	Classified School Employee Professional De	12,559.00
7425	Expanded Learning Opportunities (ELO) Gra	521,671.30
7426	Expanded Learning Opportunities (ELO) Gra	63,286.90
8150	Ongoing & Major Maintenance Account (RM/	349,071.12
9010	Other Restricted Local	482,734.03
Total, Restricted Balance		2,770,368.49

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,328,846.00	1,317,978.00	0.00	1,317,978.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	(8.66)	0.00	0.00	0.0%
5) TOTAL, REVENUES			1,328,846.00	1,317,978.00	(8.66)	1,317,978.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,328,846.00	1,317,978.00	(189,571.62)	1,317,978.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,328,846.00	1,317,978.00	(189,571.62)	1,317,978.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	189,562.96	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	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	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	189,562.96	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,417.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,417.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,417.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			1,417.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,417.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	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	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	1,328,846.00	1,317,978.00	0.00	1,317,978.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,328,846.00	1,317,978.00	0.00	1,317,978.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	(8.66)	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	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	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	(8.66)	0.00	0.00	0.0%
TOTAL, REVENUES			1,328,846.00	1,317,978.00	(8.66)	1,317,978.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	1,328,846.00	1,317,978.00	(189,571.62)	1,317,978.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	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	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,328,846.00	1,317,978.00	(189,571.62)	1,317,978.00	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	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	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,328,846.00	1,317,978.00	(189,571.62)	1,317,978.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
All Other Financing Uses		7699	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2021/22 Projected Year Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	800,000.00	800,000.00	137,364.42	800,000.00	0.00	0.0%
3) Other State Revenue		8300-8599	250,000.00	250,000.00	11,207.51	250,000.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,500.00	9,500.00	183.73	9,500.00	0.00	0.0%
5) TOTAL, REVENUES			1,059,500.00	1,059,500.00	148,755.66	1,059,500.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	279,604.00	290,704.00	86,100.20	290,704.00	0.00	0.0%
3) Employee Benefits		3000-3999	120,452.00	127,552.00	37,683.51	127,552.00	0.00	0.0%
4) Books and Supplies		4000-4999	426,000.00	392,100.00	79,569.77	392,100.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	250,250.00	254,450.00	21,191.05	254,450.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,076,306.00	1,064,806.00	224,544.53	1,064,806.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(16,806.00)	(5,306.00)	(75,788.87)	(5,306.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	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	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(16,806.00)	(5,306.00)	(75,788.87)	(5,306.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	154,048.00	104,378.00		104,377.18	(0.82)	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			154,048.00	104,378.00		104,377.18		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			154,048.00	104,378.00		104,377.18		
2) Ending Balance, June 30 (E + F1e)			137,242.00	99,072.00		99,071.18		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	137,242.00	99,072.00		99,071.18		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	800,000.00	800,000.00	137,364.42	800,000.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			800,000.00	800,000.00	137,364.42	800,000.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	250,000.00	250,000.00	11,207.51	250,000.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			250,000.00	250,000.00	11,207.51	250,000.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	2,500.00	2,500.00	0.00	2,500.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	6,500.00	6,500.00	183.73	6,500.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	500.00	500.00	0.00	500.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,500.00	9,500.00	183.73	9,500.00	0.00	0.0%
TOTAL, REVENUES			1,059,500.00	1,059,500.00	148,755.66	1,059,500.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	279,604.00	290,704.00	86,100.20	290,704.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			279,604.00	290,704.00	86,100.20	290,704.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	61,602.00	64,202.00	18,936.49	64,202.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	20,124.00	21,624.00	6,326.79	21,624.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	29,130.00	33,230.00	10,050.88	33,230.00	0.00	0.0%
Unemployment Insurance		3501-3502	3,235.00	1,635.00	406.25	1,635.00	0.00	0.0%
Workers' Compensation		3601-3602	6,361.00	6,861.00	1,963.10	6,861.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			120,452.00	127,552.00	37,683.51	127,552.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	18,000.00	9,500.00	7,110.73	9,500.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	408,000.00	382,600.00	72,459.04	382,600.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			426,000.00	392,100.00	79,569.77	392,100.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	200,000.00	220,800.00	9,350.00	220,800.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	250.00	250.00	250.00	250.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	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	0.0%
Professional/Consulting Services and Operating Expenditures		5800	50,000.00	33,400.00	11,591.05	33,400.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			250,250.00	254,450.00	21,191.05	254,450.00	0.00	0.0%
CAPITAL OUTLAY								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,076,306.00	1,064,806.00	224,544.53	1,064,806.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8916	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Leases		8972	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
All Other Financing Uses		7699	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	100,000.00	100,000.00	11,737.04	100,000.00	0.00	0.0%
5) TOTAL, REVENUES			100,000.00	100,000.00	11,737.04	100,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	4,650,000.00	4,020,000.00	2,184,746.11	4,020,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,650,000.00	4,020,000.00	2,184,746.11	4,020,000.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,550,000.00)	(3,920,000.00)	(2,173,009.07)	(3,920,000.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	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	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	8,330,000.00	0.00	8,330,000.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	8,330,000.00	0.00	8,330,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,550,000.00)	4,410,000.00	(2,173,009.07)	4,410,000.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	7,542,886.00	9,503,118.00		9,503,117.53	(0.47)	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,542,886.00	9,503,118.00		9,503,117.53		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,542,886.00	9,503,118.00		9,503,117.53		
2) Ending Balance, June 30 (E + F1e)			2,992,886.00	13,913,118.00		13,913,117.53		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	2,992,886.00	13,913,118.00		13,913,117.53		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	100,000.00	100,000.00	11,737.04	100,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	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	0.0%
TOTAL, OTHER LOCAL REVENUE			100,000.00	100,000.00	11,737.04	100,000.00	0.00	0.0%
TOTAL, REVENUES			100,000.00	100,000.00	11,737.04	100,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	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	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	4,650,000.00	4,020,000.00	2,184,746.11	4,020,000.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			4,650,000.00	4,020,000.00	2,184,746.11	4,020,000.00	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	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			4,650,000.00	4,020,000.00	2,184,746.11	4,020,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	8,330,000.00	0.00	8,330,000.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	8,330,000.00	0.00	8,330,000.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	8,330,000.00	0.00	8,330,000.00		

Resource	Description	2021/22 Projected Year Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	410,000.00	1,260,000.00	1,688.56	1,260,000.00	0.00	0.0%
5) TOTAL, REVENUES			410,000.00	1,260,000.00	1,688.56	1,260,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	35,000.00	160,000.00	15,115.47	160,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	175,000.00	175,000.00	32,126.33	175,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			210,000.00	335,000.00	47,241.80	335,000.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			200,000.00	925,000.00	(45,553.24)	925,000.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	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	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			200,000.00	925,000.00	(45,553.24)	925,000.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	896,797.00	1,323,739.00		1,323,738.36	(0.64)	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			896,797.00	1,323,739.00		1,323,738.36		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			896,797.00	1,323,739.00		1,323,738.36		
2) Ending Balance, June 30 (E + F1e)			1,096,797.00	2,248,739.00		2,248,738.36		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,096,797.00	2,248,739.00		2,248,738.36		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER STATE REVENUE								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	10,000.00	10,000.00	1,688.56	10,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	400,000.00	1,250,000.00	0.00	1,250,000.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			410,000.00	1,260,000.00	1,688.56	1,260,000.00	0.00	0.0%
TOTAL, REVENUES			410,000.00	1,260,000.00	1,688.56	1,260,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	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	0.0%
Professional/Consulting Services and Operating Expenditures		5800	35,000.00	160,000.00	15,115.47	160,000.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			35,000.00	160,000.00	15,115.47	160,000.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	175,000.00	175,000.00	32,126.33	175,000.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			175,000.00	175,000.00	32,126.33	175,000.00	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	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			210,000.00	335,000.00	47,241.80	335,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	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	0.0%
(c) TOTAL, SOURCES			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	0.0%
All Other Financing Uses		7699	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	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2021/22 Projected Year Totals
Total, Restricted Balance		0.00

Section 4:

Criteria and Standards

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 interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's ADA Standard Percentage Range: **-2.0% to +2.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: Budget Adoption data that exist for the current year will be extracted; otherwise, enter data into the first column for all fiscal years. First Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Estimated Funded ADA

Fiscal Year	Budget Adoption Budget (Form 01CS, Item 1A)	First Interim Projected Year Totals (Form AI, Lines A4 and C4)	Percent Change	Status
Current Year (2021-22)				
District Regular	1,521.00	1,520.55		
Charter School	0.00	0.00		
Total ADA	**1,521.00**	**1,520.55**	**0.0%**	**Met**
1st Subsequent Year (2022-23)				
District Regular	1,413.00	1,413.00		
Charter School				
Total ADA	**1,413.00**	**1,413.00**	**0.0%**	**Met**
2nd Subsequent Year (2023-24)				
District Regular	1,383.00	1,383.00		
Charter School				
Total ADA	**1,383.00**	**1,383.00**	**0.0%**	**Met**

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 changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

n/a

2. CRITERION: Enrollment

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's Enrollment Standard Percentage Range: **-2.0% to +2.0%**

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. 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 Adoption (Form 01CS, Item 3B)	Enrollment First Interim CBEDS/Projected	Percent Change	Status
Current Year (2021-22)				
District Regular	1,490	1,490		
Charter School				
Total Enrollment	**1,490**	**1,490**	**0.0%**	**Met**
1st Subsequent Year (2022-23)				
District Regular	1,458	1,458		
Charter School				
Total Enrollment	**1,458**	**1,458**	**0.0%**	**Met**
2nd Subsequent Year (2023-24)				
District Regular	1,458	1,458		
Charter School				
Total Enrollment	**1,458**	**1,458**	**0.0%**	**Met**

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD MET - Enrollment projections have not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

n/a

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal 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: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. Budget Adoption data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal 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.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	1,537	1,621	
Charter School			
Total ADA/Enrollment	**1,537**	**1,621**	**94.8%**
Second Prior Year (2019-20)			
District Regular	1,517	1,599	
Charter School			
Total ADA/Enrollment	**1,517**	**1,599**	**94.9%**
First Prior Year (2020-21)			
District Regular	1,521	1,530	
Charter School	0		
Total ADA/Enrollment	**1,521**	**1,530**	**99.4%**
		Historical Average Ratio:	96.4%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**96.9%**

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

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal 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.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2021-22)				
District Regular	1,417	1,490		
Charter School	0			
Total ADA/Enrollment	**1,417**	**1,490**	**95.1%**	**Met**
1st Subsequent Year (2022-23)				
District Regular		1,458		
Charter School				
Total ADA/Enrollment	**0**	**1,458**	**0.0%**	**Met**
2nd Subsequent Year (2023-24)				
District Regular		1,458		
Charter School				
Total ADA/Enrollment	**0**	**1,458**	**0.0%**	**Met**

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

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

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

Explanation:
(required if NOT met)

n/a

4. CRITERION: LCFF Revenue

STANDARD: Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's LCFF Revenue Standard Percentage Range: **-2.0% to +2.0%**

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

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089) Budget Adoption (Form 01CS, Item 4B)	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089) First Interim Projected Year Totals	Percent Change	Status
Current Year (2021-22)	18,559,711.00	19,128,139.00	3.1%	Not Met
1st Subsequent Year (2022-23)	17,775,333.00	18,320,867.00	3.1%	Not Met
2nd Subsequent Year (2023-24)	17,944,263.00	18,519,774.00	3.2%	Not Met

4B. Comparison of District LCFF Revenue to the Standard

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

1a. STANDARD NOT MET - Projected LCFF revenue has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

Following the District's Budget for Adoption, the District was notified of additional (ongoing) allocations to the Concentration Grant component of the LCFF.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal 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: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2018-19)	9,952,747.61	12,947,168.48	76.9%
Second Prior Year (2019-20)	9,974,307.33	13,385,983.91	74.5%
First Prior Year (2020-21)	10,359,187.20	14,285,258.83	72.5%
		Historical Average Ratio:	74.6%

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**71.6% to 77.6%**	**71.6% to 77.6%**	**71.6% to 77.6%**

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

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01I, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 01I, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Current Year (2021-22)	11,821,935.13	15,190,307.13	77.8%	Not Met
1st Subsequent Year (2022-23)	12,252,421.61	14,220,793.61	86.2%	Not Met
2nd Subsequent Year (2023-24)	12,785,432.41	14,403,804.41	88.8%	Not Met

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

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

1a. STANDARD NOT MET - Projected ratio of unrestricted salary and benefit costs to total unrestricted expenditures has changed by more than the standard in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

Explanation:
(required if NOT met)

In the current and subsequent two fiscal years, the District projects an unprecedented amount of stimulus funding, the majority of which is restricted in nature. Given this, the District has intentionally shifted some of its services and other operating expenditures from its unrestricted funds into the aforementioned restricted funds. This has resulted in the ratio of unrestricted salary and benefits against unrestricted total expenditures to exceed the historical average.

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 current fiscal year or two subsequent fiscal years, have not changed by more than five percent since budget adoption.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	**-5.0% to +5.0%**
District's Other Revenues and Expenditures Explanation Percentage Range:	**-5.0% to +5.0%**

6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for the Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

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

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

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Current Year (2021-22)	1,694,237.00	2,135,184.00	26.0%	Yes
1st Subsequent Year (2022-23)	2,799,475.00	2,650,000.00	-5.3%	Yes
2nd Subsequent Year (2023-24)	4,887,138.00	4,880,000.00	-0.1%	No

Explanation: (required if Yes)
Following its Budget for Adoption, Federal Revenue in the current and subsequent fiscal years have been updated on the most recent assurances received from the CDE.

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

Current Year (2021-22)	3,520,677.00	5,312,103.00	50.9%	Yes
1st Subsequent Year (2022-23)	1,719,947.13	3,650,000.00	112.2%	Yes
2nd Subsequent Year (2023-24)	1,757,258.00	3,320,000.00	88.9%	Yes

Explanation: (required if Yes)
Following its Budget for Adoption, State Revenue in the current and subsequent fiscal years have been updated on the most recent assurances received from the CDE.

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

Current Year (2021-22)	593,692.00	763,692.00	28.6%	Yes
1st Subsequent Year (2022-23)	608,215.84	780,000.00	28.2%	Yes
2nd Subsequent Year (2023-24)	623,109.66	810,000.00	30.0%	Yes

Explanation: (required if Yes)
Following its Budget for Adoption, Local Revenue in the current and subsequent fiscal years have been updated on the most recent property tax estimates received from the County Office of Education.

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

Current Year (2021-22)	847,366.00	953,406.00	12.5%	Yes
1st Subsequent Year (2022-23)	847,366.00	953,406.00	12.5%	Yes
2nd Subsequent Year (2023-24)	847,366.00	953,406.00	12.5%	Yes

Explanation: (required if Yes)
Following its Budget for Adoption, the District has increased its Budget for Books and Supplies to reflect utilization of the one time stimulus funding received through State and Federal sources.

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

Current Year (2021-22)	8,145,981.00	8,963,281.00	10.0%	Yes
1st Subsequent Year (2022-23)	7,503,362.02	8,963,281.00	19.5%	Yes
2nd Subsequent Year (2023-24)	9,725,314.48	8,963,281.00	-7.8%	Yes

Explanation: (required if Yes)
Following its Budget for Adoption, the District has adjusted its Budget for Services and Operating Expenditures to reflect projected utilization of the one time stimulus funding received through State and Federal sources.

6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2021-22)	5,808,606.00	8,210,979.00	41.4%	Not Met
1st Subsequent Year (2022-23)	5,127,637.97	7,080,000.00	38.1%	Not Met
2nd Subsequent Year (2023-24)	7,267,505.66	9,010,000.00	24.0%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2021-22)	8,993,347.00	9,916,687.00	10.3%	Not Met
1st Subsequent Year (2022-23)	8,350,728.02	9,916,687.00	18.8%	Not Met
2nd Subsequent Year (2023-24)	10,572,680.48	9,916,687.00	-6.2%	Not Met

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

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

1a. STANDARD NOT MET - One or more projected operating revenue have changed since budget adoption by more than the standard in one or more of the current year 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 6A if NOT met)
Following its Budget for Adoption, Federal Revenue in the current and subsequent fiscal years have been updated on the most recent assurances received from the CDE.

Explanation: Other State Revenue (linked from 6A if NOT met)
Following its Budget for Adoption, State Revenue in the current and subsequent fiscal years have been updated on the most recent assurances received from the CDE.

Explanation: Other Local Revenue (linked from 6A if NOT met)
Following its Budget for Adoption, Local Revenue in the current and subsequent fiscal years have been updated on the most recent property tax estimates received from the County Office of Education.

1b. STANDARD NOT MET - One or more total operating expenditures have changed since budget adoption by more than the standard in one or more of the current year 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: Books and Supplies (linked from 6A if NOT met)
Following its Budget for Adoption, the District has increased its Budget for Books and Supplies to reflect utilization of the one time stimulus funding received through State and Federal sources.

Explanation: Services and Other Exps (linked from 6A if NOT met)
Following its Budget for Adoption, the District has adjusted its Budget for Services and Operating Expenditures to reflect projected utilization of the one time stimulus funding received through State and Federal sources.

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

DATA ENTRY: Enter the Required Minimum Contribution if Budget data does not exist. Budget data that exist will be extracted; otherwise, enter budget data into lines 1, if applicable, and 2. All other data are extracted.

		Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1.	OMMA/RMA Contribution	709,706.04	710,000.00	Met
2.	Budget Adoption Contribution (information only) (Form 01CS, Criterion 7)		710,000.00	

If status 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)

n/a

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in any of the current fiscal year or two subsequent fiscal years.

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

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

DATA ENTRY: All data are extracted or calculated.

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Available Reserve Percentages (Criterion 10C, Line 9)	14.4%	14.2%	13.9%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	**4.8%**	**4.7%**	**4.6%**

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals Net Change in Unrestricted Fund Balance (Form 01I, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 01I, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Current Year (2021-22)	(121,892.13)	15,190,307.13	0.8%	Met
1st Subsequent Year (2022-23)	33,960.39	14,220,793.61	N/A	Met
2nd Subsequent Year (2023-24)	42,110.59	14,403,804.41	N/A	Met

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 any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

n/a

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the District's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 01I, Line F2) (Form MYPI, Line D2)	Status
Current Year (2021-22)	6,633,393.52	Met
1st Subsequent Year (2022-23)	5,251,950.56	Met
2nd Subsequent Year (2023-24)	5,214,890.48	Met

9A-2. Comparison of the District's Ending Fund Balance to the Standard

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

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation: (required if NOT met)

n/a

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1. Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2021-22)	5,783,488.65	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

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

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation: (required if NOT met)

n/a

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

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

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

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

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

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

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	1,417	1,387	1,387
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

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

DATA ENTRY: For SELPA AUs, if Form MYPI 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; Current Year data are extracted.

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

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s):

	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Form 01I, objects 1000-7999) (Form MYPI, Line B11)	26,848,982.13	27,485,627.96	28,262,406.08
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	26,848,982.13	27,485,627.96	28,262,406.08
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	805,469.46	824,568.84	847,872.18
6. Reserve Standard - by Amount ($71,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. **District's Reserve Standard (Greater of Line B5 or Line B6)**	**805,469.46**	**824,568.84**	**847,872.18**

10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	3,863,025.03	3,896,985.42	3,939,096.01
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	3,863,025.03	3,896,985.42	3,939,096.01
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	14.39%	14.18%	13.94%
District's Reserve Standard (Section 10B, Line 7):	**805,469.46**	**824,568.84**	**847,872.18**
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 - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

n/a

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 have occurred since budget adoption that may impact the budget? — No

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

n/a

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent? — Yes

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:

At this time, the District is offsetting certain operating expenditures associated with student services and instructional supplies with one time stimulus funding. The District's multi year projection has this offset continuing through the subseqent two fiscal years. The expectation per the District's strategic plan as reflected in its LCAP is to discontinue services that are funded via one time money following the expiration of said funding.

S3. Temporary Interfund Borrowings

1a. Does your district have projected temporary borrowings between funds? (Refer to Education Code Section 42603) — No

1b. If Yes, identify the interfund borrowings:

n/a

S4. Contingent Revenues

1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

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

n/a

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than $20,000 and more than five percent since budget adoption.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than $20,000 and more than five percent since budget adoption.

Identify capital project cost overruns that have occurred since budget adoption that may impact the general fund budget.

District's Contributions and Transfers Standard: **-5.0% to +5.0% 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: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the First Interim's Current Year data will be extracted. Enter First Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, the First Interim's Current Year data will be extracted. If Form MYPI exists, the data will be extracted into the First Interim column for the 1st and 2nd Subsequent Years. If Form MYPI does not exist, enter data for 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**					
Current Year (2021-22)	(4,537,979.00)	(4,777,849.00)	5.3%	239,870.00	Not Met
1st Subsequent Year (2022-23)	(4,537,979.00)	(4,800,000.00)	5.8%	262,021.00	Not Met
2nd Subsequent Year (2023-24)	(4,537,979.00)	(4,850,000.00)	6.9%	312,021.00	Not Met
1b. **Transfers In, General Fund ***					
Current Year (2021-22)	714.00	0.00	-100.0%	(714.00)	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met
1c. **Transfers Out, General Fund ***					
Current Year (2021-22)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met

1d. **Capital Project Cost Overruns**

Have capital project cost overruns occurred since budget adoption 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. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met)

The District has adjusted its projected contribution to its Special Education Programs based on the most up to date property tax revenue projections and enrollment updates received from the County SELPA. These adjustments cumulatively reduce projected revenue in Special Education operations while likewise increase the cost of enrollment, necessitating the increase contributions from District Unrestricted funds.

1b. MET - Projected transfers in have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation: (required if NOT met)

n/a

1c. MET - Projected transfers out have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

n/a

1d. NO - There have been no capital project cost overruns occurring since budget adoption that may impact the general fund operational budget.

Project Information:
(required if YES)

n/a

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payment for the current fiscal 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: If Budget Adoption data exist (Form 01CS, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments? (If No, skip items 1b and 2 and sections S6B and S6C) — Yes

   b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since budget adoption? — Yes

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2021
Leases				
Certificates of Participation				
General Obligation Bonds	30	Bond Interest and Redemption Fund	Bond Interest and Redemption Fund	47,232,791
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		General Fund	General Fund	127,166
Other Long-term Commitments (do not include OPEB):				
TOTAL:				47,359,957

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Current Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	3,379,034	4,623,081	4,629,706	3,859,131
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	127,166			
Other Long-term Commitments (continued):				
Total Annual Payments:	3,506,200	4,623,081	4,629,706	3,859,131
Has total annual payment increased over prior year (2020-21)?		**Yes**	**Yes**	**Yes**

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

DATA ENTRY: Enter an explanation if Yes.

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

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

On November 18, 2021, the District closed on Series B funding associated with the General Obligation Bonds approved by Voters of Sonoma County in the Election of 2020. Specifically, the District is accounting for an additional $8,330,000 in Facilities Funding to finance various modernization projects throughout its School Sites.

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.

Explanation:
(Required if Yes)

n/a

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since budget adoption, and indicate whether the changes are the result of a new actuarial valuation.

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

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4): No

   b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?: n/a

   c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?: n/a

2. OPEB Liabilities

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. Total OPEB liability		
b. OPEB plan(s) fiduciary net position (if applicable)		
c. Total/Net OPEB liability (Line 2a minus Line 2b)	0.00	0.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?		
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.		

3. OPEB Contributions

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method		
Current Year (2021-22)		
1st Subsequent Year (2022-23)		
2nd Subsequent Year (2023-24)		
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2021-22)	0.00	0.00
1st Subsequent Year (2022-23)		
2nd Subsequent Year (2023-24)		
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2021-22)		
1st Subsequent Year (2022-23)		
2nd Subsequent Year (2023-24)		
d. Number of retirees receiving OPEB benefits		
Current Year (2021-22)		
1st Subsequent Year (2022-23)		
2nd Subsequent Year (2023-24)		

4. Comments:

n/a

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

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. 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 1b-4)

   No

   b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?

   n/a

   c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?

   n/a

2. Self-Insurance Liabilities

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Accrued liability for self-insurance programs		
b. Unfunded liability for self-insurance programs		

3. Self-Insurance Contributions

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Required contribution (funding) for self-insurance programs		
Current Year (2021-22)		
1st Subsequent Year (2022-23)		
2nd Subsequent Year (2023-24)		
b. Amount contributed (funded) for self-insurance programs		
Current Year (2021-22)		
1st Subsequent Year (2022-23)		
2nd Subsequent Year (2023-24)		

4. Comments:

n/a

S8. Status of Labor Agreements

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

If salary and benefit negotiations are not finalized, 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: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period
Were all certificated labor negotiations settled as of budget adoption? Yes

If Yes, complete number of FTEs, then skip to section S8B.
If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	82.4	85.0	82.0	82.0

1a. Have any salary and benefit negotiations been settled since budget adoption? n/a

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, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled? No
If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: May 18, 2021

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official? Yes
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 collective bargaining agreement? n/a
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: Jul 01, 2020 End Date: Jun 30, 2023

5. Salary settlement:

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	Yes	Yes	Yes
One Year Agreement			
Total cost of salary settlement	n/a	n/a	n/a
% change in salary schedule from prior year	n/a		
or			
Multiyear Agreement			
Total cost of salary settlement	Data Available on Request	Data Available on Request	Data Available on Request
% change in salary schedule from prior year (may enter text, such as "Reopener")	4.0%	To be Benchmarked to COLA.	TBD

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

Unrestricted Base and Supplemental Funding.

Negotiations Not Settled

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

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7. Amount included for any tentative salary schedule increases	n/a	n/a	n/a

Certificated (Non-management) Health and Welfare (H&W) Benefits	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	Data Available on Request	Data Available on Request	Data Available on Request
3. Percent of H&W cost paid by employer	Data Available on Request	Data Available on Request	Data Available on Request
4. Percent projected change in H&W cost over prior year	Data Available on Request	Data Available on Request	Data Available on Request

Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?	No		
If Yes, amount of new costs included in the interim and MYPs	n/a	n/a	n/a

If Yes, explain the nature of the new costs:

n/a

Certificated (Non-management) Step and Column Adjustments	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	Data Available on Request	Data Available on Request	Data Available on Request
3. Percent change in step & column over prior year	Data Available on Request	Data Available on Request	Data Available on Request

Certificated (Non-management) Attrition (layoffs and retirements)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are savings from attrition included in the interim and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

The Certificated Employee Bargaining Unit has settled salary and benefits negotiations for the current fiscal year. Specifically, the District settled on a 4% increase to Salaries for FY 2021/22 and a $233 increase to monthly health insurance contributions. The current Cap on health benefit contributions is $1007 per month for full time eligible unit members.

For additional information regarding the Specific Cost of District Health and Welfare Benefits, Step and Column Adjustments, and all other salary related data by classification or bargaining unit, please contact the District's CBO, Dr, Chris J. Kim at ckim@busd.org.

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?
If Yes, complete number of FTEs, then skip to section S8C.
If No, continue with section S8B.

Yes

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	50.9	60.9	60.9	60.9

1a. Have any salary and benefit negotiations been settled since budget adoption? n/a

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, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?
If Yes, complete questions 6 and 7. No

Negotiations Settled Since Budget Adoption

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Jun 30, 2021

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official? Yes
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 collective bargaining agreement? n/a
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: Jul 01, 2020 End Date: Jun 30, 2022

5. Salary settlement:

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	Yes	Yes	Yes

One Year Agreement

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

or

Multiyear Agreement

Total cost of salary settlement	Data Available on Request	Data Available on Request	Data Available on Request
% change in salary schedule from prior year (may enter text, such as "Reopener")	4% Increase to Salaries	Benchmarked against COLA.	n/a

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

Unrestricted Base and Supplemental Funding.

Negotiations Not Settled

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

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7. Amount included for any tentative salary schedule increases	n/a	n/a	n/a

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

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	Data Available on Request	Data Available on Request	Data Available on Request
3. Percent of H&W cost paid by employer	Data Available on Request	Data Available on Request	Data Available on Request
4. Percent projected change in H&W cost over prior year	Data Available on Request	Data Available on Request	Data Available on Request

Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?	No		
If Yes, amount of new costs included in the interim and MYPs	n/a	n/a	n/a

If Yes, explain the nature of the new costs:

n/a

Classified (Non-management) Step and Column Adjustments

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	Data Available on Request	Data Available on Request	Data Available on Request
3. Percent change in step & column over prior year	Data Available on Request	Data Available on Request	Data Available on Request

Classified (Non-management) Attrition (layoffs and retirements)

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are savings from attrition included in the interim and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?			

Classified (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

The Classified Employee Bargaining Unit has settled salary and benefits negotiations for the current fiscal year. Specifically, the District settled on a 4% increase to Salaries for FY 2021/22 and a $233 increase to monthly health insurance contributions. The current Cap on health benefit contributions is $926.41 per month for full time eligible unit members.

For additional information regarding the Specific Cost of District Health and Welfare Benefits, Step and Column Adjustments, and all other salary related data by classification or bargaining unit, please contact the District's CBO, Dr, Chris J. Kim at ckim@busd.org.

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of budget adoption? n/a

If Yes or n/a, complete number of FTEs, then skip to S9.

If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	16.3	16.4	16.4	16.4

1a. Have any salary and benefit negotiations been settled since budget adoption? n/a

If Yes, complete question 2.

If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled? n/a

If Yes, complete questions 3 and 4.

Negotiations Settled Since Budget Adoption

2. Salary settlement:	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	Yes	Yes	Yes
Total cost of salary settlement	n/a	n/a	n/a
Change in salary schedule from prior year (may enter text, such as "Reopener")	n/a	n/a	n/a

Negotiations Not Settled

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

4. Amount included for any tentative salary schedule increases	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
	n/a	n/a	n/a

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	Data Available on Request	Data Available on Request	Data Available on Request
3. Percent of H&W cost paid by employer	Data Available on Request	Data Available on Request	Data Available on Request
4. Percent projected change in H&W cost over prior year	Data Available on Request	Data Available on Request	Data Available on Request

Management/Supervisor/Confidential Step and Column Adjustments	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	Data Available on Request	Data Available on Request	Data Available on Request
3. Percent change in step and column over prior year	Data Available on Request	Data Available on Request	Data Available on Request

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of other benefits included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits	Data Available on Request	Data Available on Request	Data Available on Request
3. Percent change in cost of other benefits over prior year	Data Available on Request	Data Available on Request	Data Available on Request

S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year? No

   If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

   n/a

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 A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

A1.	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior and current fiscal years?	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?	No
A5.	Has the district entered into a bargaining agreement where any of the current 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?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District First Interim Criteria and Standards Review

Section 5:

Multi-Year Projections

Cash Flow Projections

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	19,128,139.00	-4.30%	18,304,754.00	1.04%	18,495,915.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	283,125.00	5.96%	300,000.00	6.67%	320,000.00
4. Other Local Revenues	8600-8799	435,000.00	3.45%	450,000.00	6.67%	480,000.00
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	(4,777,849.00)	0.46%	(4,800,000.00)	1.04%	(4,850,000.00)
6. Total (Sum lines A1 thru A5c)		15,068,415.00	-5.40%	14,254,754.00	1.34%	14,445,915.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				6,837,581.11		7,087,581.11
b. Step & Column Adjustment				110,000.00		120,000.00
c. Cost-of-Living Adjustment				140,000.00		220,000.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	6,837,581.11	3.66%	7,087,581.11	4.80%	7,427,581.11
2. Classified Salaries						
a. Base Salaries				1,974,624.43		2,004,624.43
b. Step & Column Adjustment				30,000.00		35,000.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,974,624.43	1.52%	2,004,624.43	1.75%	2,039,624.43
3. Employee Benefits	3000-3999	3,009,729.59	5.00%	3,160,216.07	5.00%	3,318,226.87
4. Books and Supplies	4000-4999	557,542.00	-35.87%	357,542.00	-13.98%	307,542.00
5. Services and Other Operating Expenditures	5000-5999	2,808,830.00	-42.72%	1,608,830.00	-18.65%	1,308,830.00
6. Capital Outlay	6000-6999	2,000.00	0.00%	2,000.00	0.00%	2,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		15,190,307.13	-6.38%	14,220,793.61	1.29%	14,403,804.41
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(121,892.13)		33,960.39		42,110.59
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		3,984,917.16		3,863,025.03		3,896,985.42
2. Ending Fund Balance (Sum lines C and D1)		3,863,025.03		3,896,985.42		3,939,096.01
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	3,863,025.03		3,896,985.42		3,939,096.01
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,863,025.03		3,896,985.42		3,939,096.01

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	3,863,025.03		3,896,985.42		3,939,096.01
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		3,863,025.03		3,896,985.42		3,939,096.01

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	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	719,431.00	0.00%	719,431.00	0.00%	719,431.00
2. Federal Revenues	8100-8299	2,135,184.00	24.11%	2,650,000.00	84.15%	4,880,000.00
3. Other State Revenues	8300-8599	5,028,978.00	-33.39%	3,350,000.00	-10.45%	3,000,000.00
4. Other Local Revenues	8600-8799	328,692.00	0.40%	330,000.00	0.00%	330,000.00
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	4,777,849.00	0.46%	4,800,000.00	1.04%	4,850,000.00
6. Total (Sum lines A1 thru A5c)		12,990,134.00	-8.78%	11,849,431.00	16.29%	13,779,431.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,024,854.00		2,104,854.00
b. Step & Column Adjustment				40,000.00		40,000.00
c. Cost-of-Living Adjustment				40,000.00		60,000.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,024,854.00	3.95%	2,104,854.00	4.75%	2,204,854.00
2. Classified Salaries						
a. Base Salaries				1,240,319.00		1,274,319.00
b. Step & Column Adjustment				9,000.00		12,000.00
c. Cost-of-Living Adjustment				25,000.00		35,000.00
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,240,319.00	2.74%	1,274,319.00	3.69%	1,321,319.00
3. Employee Benefits	3000-3999	1,843,187.00	5.00%	1,935,346.35	5.00%	2,032,113.67
4. Books and Supplies	4000-4999	395,864.00	50.52%	595,864.00	8.39%	645,864.00
5. Services and Other Operating Expenditures	5000-5999	6,154,451.00	19.50%	7,354,451.00	4.08%	7,654,451.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		11,658,675.00	13.78%	13,264,834.35	4.48%	13,858,601.67
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		1,331,459.00		(1,415,403.35)		(79,170.67)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		1,438,909.49		2,770,368.49		1,354,965.14
2. Ending Fund Balance (Sum lines C and D1)		2,770,368.49		1,354,965.14		1,275,794.47
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	2,770,368.49		1,354,965.14		1,275,794.47
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,770,368.49		1,354,965.14		1,275,794.47

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
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	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	19,847,570.00	-4.15%	19,024,185.00	1.00%	19,215,346.00
2. Federal Revenues	8100-8299	2,135,184.00	24.11%	2,650,000.00	84.15%	4,880,000.00
3. Other State Revenues	8300-8599	5,312,103.00	-31.29%	3,650,000.00	-9.04%	3,320,000.00
4. Other Local Revenues	8600-8799	763,692.00	2.14%	780,000.00	3.85%	810,000.00
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)		28,058,549.00	-6.97%	26,104,185.00	8.13%	28,225,346.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				8,862,435.11		9,192,435.11
b. Step & Column Adjustment				150,000.00		160,000.00
c. Cost-of-Living Adjustment				180,000.00		280,000.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	8,862,435.11	3.72%	9,192,435.11	4.79%	9,632,435.11
2. Classified Salaries						
a. Base Salaries				3,214,943.43		3,278,943.43
b. Step & Column Adjustment				39,000.00		47,000.00
c. Cost-of-Living Adjustment				25,000.00		35,000.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,214,943.43	1.99%	3,278,943.43	2.50%	3,360,943.43
3. Employee Benefits	3000-3999	4,852,916.59	5.00%	5,095,562.42	5.00%	5,350,340.54
4. Books and Supplies	4000-4999	953,406.00	0.00%	953,406.00	0.00%	953,406.00
5. Services and Other Operating Expenditures	5000-5999	8,963,281.00	0.00%	8,963,281.00	0.00%	8,963,281.00
6. Capital Outlay	6000-6999	2,000.00	0.00%	2,000.00	0.00%	2,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
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)		26,848,982.13	2.37%	27,485,627.96	2.83%	28,262,406.08
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		1,209,566.87		(1,381,442.96)		(37,060.08)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		5,423,826.65		6,633,393.52		5,251,950.56
2. Ending Fund Balance (Sum lines C and D1)		6,633,393.52		5,251,950.56		5,214,890.48
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,770,368.49		1,354,965.14		1,275,794.47
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	3,863,025.03		3,896,985.42		3,939,096.01
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		6,633,393.52		5,251,950.56		5,214,890.48

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	3,863,025.03		3,896,985.42		3,939,096.01
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances						
(Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		3,863,025.03		3,896,985.42		3,939,096.01
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		14.39%		14.18%		13.94%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a						
special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation						
the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special						
education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546,						
objects 7211-7213 and 7221-7223; enter projections for						
subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d						
(Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		1,417.00		1,387.00		1,387.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		26,848,982.13		27,485,627.96		28,262,406.08
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		26,848,982.13		27,485,627.96		28,262,406.08
d. Reserve Standard Percentage Level						
(Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		805,469.46		824,568.84		847,872.18
f. Reserve Standard - By Amount						
(Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		805,469.46		824,568.84		847,872.18
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			3,237,547.57	3,126,642.67	3,920,707.55	3,492,037.60	2,615,436.64	1,998,006.04	4,052,584.91	4,000,594.89
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		919,925.00	2,383,690.00	(1,133,247.00)	910,759.00	910,759.00	918,381.00	918,381.00	918,381.00
Property Taxes	8020-8079			9,729.53	25,898.99	11,944.26	13,717.11	3,529,774.84		
Miscellaneous Funds	8080-8099									359,715.50
Federal Revenue	8100-8299			826,234.06	(650,673.27)	8.00	14,092.00		433,656.96	
Other State Revenue	8300-8599			47,910.80	285,745.00	333,490.30	883,812.00		978,343.47	
Other Local Revenue	8600-8799		155,152.73	44,487.31	(61,503.18)	56,480.52	51,937.00		155,141.29	
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,075,077.73	3,312,051.70	(1,533,779.46)	1,312,682.08	1,874,317.11	4,448,155.84	2,485,522.72	1,278,096.50
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		109,695.27	751,728.00	761,480.13	750,563.74	747,061.96	820,272.29	820,272.29	820,272.29
Classified Salaries	2000-2999		118,178.06	278,950.39	284,817.20	279,198.86	298,031.61	279,395.33	279,395.33	279,395.33
Employee Benefits	3000-3999		83,397.48	359,072.79	361,132.75	374,194.21	375,507.36	471,373.14	471,373.14	471,373.14
Books and Supplies	4000-4999		67,908.53	18,186.49	211,340.12	35,751.54	140,433.43		143,935.77	
Services	5000-5999		223,579.67	250,087.52	320,479.35	694,398.89	966,982.08	822,536.21	822,536.21	822,536.21
Capital Outlay	6000-6599						312.47			
Other Outgo	7000-7499		2,466.00	5,871.00	(6,388.00)	923.00	923.00			
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			605,225.01	1,663,896.19	1,932,861.55	2,135,030.24	2,529,251.91	2,393,576.97	2,537,512.74	2,393,576.97
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	(2,500.00)								
Accounts Receivable	9200-9299	(4,313,760.48)		3,147.11	4,265,161.01	1,878.90				
Due From Other Funds	9310	(135,703.50)			5,703.50					
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		(4,451,963.98)	0.00	3,147.11	4,270,864.51	1,878.90	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	(1,567,134.93)	580,757.62	857,237.74	534,490.67	56,131.70	(37,504.20)			
Due To Other Funds	9610	(62,650.97)			62,503.78					
Current Loans	9640									
Unearned Revenues	9650	(635,899.00)			635,899.00					
Deferred Inflows of Resources	9690									
SUBTOTAL		(2,265,684.90)	580,757.62	857,237.74	1,232,893.45	56,131.70	(37,504.20)	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(2,186,279.08)	(580,757.62)	(854,090.63)	3,037,971.06	(54,252.80)	37,504.20	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(110,904.90)	794,064.88	(428,669.95)	(876,600.96)	(617,430.60)	2,054,578.87	(51,990.02)	(1,115,480.47)
F. ENDING CASH (A + E)			3,126,642.67	3,920,707.55	3,492,037.60	2,615,436.64	1,998,006.04	4,052,584.91	4,000,594.89	2,885,114.42
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		2,885,114.42	2,833,124.40	4,887,703.27	3,412,507.30				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	918,381.00	918,381.00	918,381.00	740,240.00			10,242,412.00	10,242,412.00
Property Taxes	8020-8079		3,529,774.84		1,764,887.43			8,885,727.00	8,885,727.00
Miscellaneous Funds	8080-8099				359,715.50			719,431.00	719,431.00
Federal Revenue	8100-8299	433,656.96			578,209.29	500,000.00		2,135,184.00	2,135,184.00
Other State Revenue	8300-8599	978,343.47			1,304,457.96	500,000.00		5,312,103.00	5,312,103.00
Other Local Revenue	8600-8799	155,141.29			206,855.04			763,692.00	763,692.00
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		2,485,522.72	4,448,155.84	918,381.00	4,954,365.22	1,000,000.00	0.00	28,058,549.00	28,058,549.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	820,272.29	820,272.29	820,272.29	820,272.27			8,862,435.11	8,862,435.11
Classified Salaries	2000-2999	279,395.33	279,395.33	279,395.33	279,395.33			3,214,943.43	3,214,943.43
Employee Benefits	3000-3999	471,373.14	471,373.14	471,373.14	471,373.16			4,852,916.59	4,852,916.59
Books and Supplies	4000-4999	143,935.77			191,914.35			953,406.00	953,406.00
Services	5000-5999	822,536.21	822,536.21	822,536.21	822,536.23	750,000.00		8,963,281.00	8,963,281.00
Capital Outlay	6000-6599				1,687.53			2,000.00	2,000.00
Other Outgo	7000-7499				(3,795.00)			0.00	0.00
Interfund Transfers Out	7600-7629							0.00	0.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		2,537,512.74	2,393,576.97	2,393,576.97	2,583,383.87	750,000.00	0.00	26,848,982.13	26,848,982.13
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299					(1,000,000.00)		3,270,187.02	
Due From Other Funds	9310							5,703.50	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	(1,000,000.00)	0.00	3,275,890.52	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599					(750,000.00)		1,241,113.53	
Due To Other Funds	9610							62,503.78	
Current Loans	9640							0.00	
Unearned Revenues	9650							635,899.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	(750,000.00)	0.00	1,939,516.31	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	(250,000.00)	0.00	1,336,374.21	
E. NET INCREASE/DECREASE (B - C + D)		(51,990.02)	2,054,578.87	(1,475,195.97)	2,370,981.35	0.00	0.00	2,545,941.08	1,209,566.87
F. ENDING CASH (A + E)		2,833,124.40	4,887,703.27	3,412,507.30	5,783,488.65				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								5,783,488.65	

Section 6:

LCFF Calculator

LCFF Balancing Worksheet

Technical Review Checklist

Summary Tab

Bellevue Union (70615) - FY 2021/22 FIRST INTERIM		11/30/2021	
	2021-22	**2022-23**	**2023-24**
SUMMARY OF FUNDING			
General Assumptions			
COLA & Augmentation	*5.07%*	*2.48%*	*3.11%*
Base Grant Proration Factor	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	*0.00%*	*0.00%*	*0.00%*
LCFF Entitlement			
Base Grant	$12,506,316	$11,952,361	$12,065,866
Grade Span Adjustment	718,596	686,517	692,976
Supplemental Grant	2,395,561	2,290,418	2,317,261
Concentration Grant	3,057,666	2,925,458	2,969,812
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-
Add-ons: Home-to-School Transportation	450,000	450,000	450,000
Add-ons: Small School District Bus Replacement Program	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	**$19,128,139**	**$18,304,754**	**$18,495,915**
Miscellaneous Adjustments	-	-	-
Economic Recovery Target	-	-	-
Additional State Aid	-	-	-
Total LCFF Entitlement	**19,128,139**	**18,304,754**	**18,495,915**
LCFF Entitlement Per ADA	**$ 12,461**	**$ 12,787**	**$ 13,197**
Components of LCFF By Object Code			
State Aid (Object Code 8011)	$ 9,935,402	$ 8,869,275	$ 8,795,081
EPA (for LCFF Calculation purposes)	$ 307,010	$ 286,300	$ 280,300
Local Revenue Sources:			
Property Taxes (Object 8021 to 8089)	$ 8,885,727	$ 9,149,179	$ 9,420,534
In-Lieu of Property Taxes (Object Code 8096)	-	-	-
Property Taxes net of In-Lieu	*$ 8,885,727*	*$ 9,149,179*	*$ 9,420,534*
TOTAL FUNDING	**19,128,139**	**18,304,754**	**18,495,915**
Basic Aid Status	*Non-Basic Aid*	*Non-Basic Aid*	*Non-Basic Aid*
Excess Taxes	$ -	$ -	$ -
EPA in Excess to LCFF Funding	$ -	$ -	$ -
Total LCFF Entitlement	**19,128,139**	**18,304,754**	**18,495,915**

SUMMARY OF EPA			
% of Adjusted Revenue Limit - Annual	70.06785065%	70.06785065%	70.06785065%
% of Adjusted Revenue Limit - P-2	70.06785065%	70.06785065%	70.06785065%
EPA (for LCFF Calculation purposes)	$ 307,010	$ 286,300	$ 280,300
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	$ 307,010	$ 286,300	$ 280,300
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -	$ -
Accrual (from Data Entry tab)	-	-	-

Bellevue Union (70615) - FY 2021/22 FIRST INTERIM		11/30/2021	
	2021-22	**2022-23**	**2023-24**
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES			
Base Grant (*Excludes add-ons for TIIG and Transportation*)	$ 13,224,912	$ 12,638,878	$ 12,758,842
Supplemental and Concentration Grant funding in the LCAP year	$ 5,453,227	$ 5,215,876	$ 5,287,073
Percentage to Increase or Improve Services	41.23%	41.27%	41.44%
SUMMARY OF STUDENT POPULATION			
Unduplicated Pupil Population			
Enrollment	1,490	1,458	1,458
COE Enrollment	12	12	12
Total Enrollment	**1,502**	**1,470**	**1,470**
Unduplicated Pupil Count	1,356	1,327	1,327
COE Unduplicated Pupil Count	8	8	8
Total Unduplicated Pupil Count	**1,364**	**1,335**	**1,335**
Rolling %, Supplemental Grant	90.5700%	90.6100%	90.8100%
Rolling %, Concentration Grant	90.5700%	90.6100%	90.8100%

Bellevue Union (70615) - FY 2021/22 FIRST INTERIM		11/30/2021	
	2021-22	**2022-23**	**2023-24**
SUMMARY OF LCFF ADA			
Prior Year ADA for the Hold Harmless - (net of current year charter shift)			
Grades TK-3	843.94	786.00	770.00
Grades 4-6	672.61	627.00	613.00
Grades 7-8	-	-	-
Grades 9-12	-	-	-
LCFF Subtotal	1,516.55	1,413.00	1,383.00
NSS	-	-	-
Combined Subtotal	1,516.55	1,413.00	1,383.00
Current Year ADA			
Grades TK-3	786.00	770.00	770.00
Grades 4-6	627.00	613.00	613.00
Grades 7-8	-	-	-
Grades 9-12	-	-	-
LCFF Subtotal	1,413.00	1,383.00	1,383.00
NSS	-	-	-
Combined Subtotal	1,413.00	1,383.00	1,383.00
Change in LCFF ADA (excludes NSS ADA)	(103.55)	(30.00)	-
	Decline	Decline	No Change
Funded LCFF ADA for the Hold Harmless			
Grades TK-3	843.94	786.00	770.00
Grades 4-6	672.61	627.00	613.00
Grades 7-8	-	-	-
Grades 9-12	-	-	-
Subtotal	1,516.55	1,413.00	1,383.00
	Prior	*Prior*	*Current*
Funded NSS ADA			
Grades TK-3	-	-	-
Grades 4-6	-	-	-
Grades 7-8	-	-	-
Grades 9-12	-	-	-
Subtotal	-	-	-
	Prior	Prior	Prior
NPS, CDS, & COE Operated			
Grades TK-3	9.50	9.50	9.50
Grades 4-6	9.00	9.00	9.00
Grades 7-8	-	-	-
Grades 9-12	-	-	-
Subtotal	18.50	18.50	18.50
ACTUAL ADA *(Current Year Only)*			
Grades TK-3	795.50	779.50	779.50
Grades 4-6	636.00	622.00	622.00
Grades 7-8	-	-	-
Grades 9-12	-	-	-
Total Actual ADA	1,431.50	1,401.50	1,401.50
TOTAL FUNDED ADA			
Grades TK-3	853.44	795.50	779.50
Grades 4-6	681.61	636.00	622.00
Grades 7-8	-	-	-
Grades 9-12	-	-	-

Bellevue Union (70615) - FY 2021/22 FIRST INTERIM		11/30/2021	
	2021-22	**2022-23**	**2023-24**
Total	**1,535.05**	**1,431.50**	**1,401.50**
Funded Difference (Funded ADA less Actual ADA)	*103.55*	*30.00*	*-*

Bellevue Union (70615) - FY 2021/22 FIRST INTERIM		11/30/2021	
	2021-22	2022-23	2023-24
PER-ADA FUNDING LEVELS			
Base, Supplemental and Concentration Rate per ADA			
Grades TK-3	$ 12,619	$ 12,936	$ 13,353
Grades 4-6	$ 11,602	$ 11,893	$ 12,278
Grades 7-8	$ 11,946	$ 12,245	$ 12,642
Grades 9-12	$ 14,204	$ 14,559	$ 15,029
Base Grants			
Grades TK-3	$ 8,093	$ 8,294	$ 8,552
Grades 4-6	$ 8,215	$ 8,419	$ 8,681
Grades 7-8	$ 8,458	$ 8,668	$ 8,938
Grades 9-12	$ 9,802	$ 10,045	$ 10,357
Grade Span Adjustment			
Grades TK-3	$ 842	$ 863	$ 889
Grades 9-12	$ 255	$ 261	$ 269
Prorated Base, Supplemental and Concentration Rate per ADA			
Grades TK-3	$ 8,935	$ 9,157	$ 9,441
Grades 4-6	$ 8,215	$ 8,419	$ 8,681
Grades 7-8	$ 8,458	$ 8,668	$ 8,938
Grades 9-12	$ 10,057	$ 10,306	$ 10,626
Prorated Base Grants			
Grades TK-3	$ 8,093	$ 8,294	$ 8,552
Grades 4-6	$ 8,215	$ 8,419	$ 8,681
Grades 7-8	$ 8,458	$ 8,668	$ 8,938
Grades 9-12	$ 9,802	$ 10,045	$ 10,357
Prorated Grade Span Adjustment			
Grades TK-3	$ 842	$ 863	$ 889
Grades 9-12	$ 255	$ 261	$ 269
Supplemental Grant	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP			
Grades TK-3	$ 1,787	$ 1,831	$ 1,888
Grades 4-6	$ 1,643	$ 1,684	$ 1,736
Grades 7-8	$ 1,692	$ 1,734	$ 1,788
Grades 9-12	$ 2,011	$ 2,061	$ 2,125
Actual - 1.00 ADA, Local UPP as follows:	*90.57%*	*90.61%*	*90.81%*
Grades TK-3	$ 1,618	$ 1,659	$ 1,715
Grades 4-6	$ 1,488	$ 1,526	$ 1,577
Grades 7-8	$ 1,532	$ 1,571	$ 1,623
Grades 9-12	$ 1,822	$ 1,868	$ 1,930
Concentration Grant (>55% population)	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP			
Grades TK-3	$ 5,808	$ 5,952	$ 6,137
Grades 4-6	$ 5,340	$ 5,472	$ 5,643
Grades 7-8	$ 5,498	$ 5,634	$ 5,810
Grades 9-12	$ 6,537	$ 6,699	$ 6,907
Actual - 1.00 ADA, Local UPP >55% as follows:	*35.5700%*	*35.6100%*	*35.8100%*
Grades TK-3	$ 2,066	$ 2,120	$ 2,198
Grades 4-6	$ 1,899	$ 1,949	$ 2,021
Grades 7-8	$ 1,956	$ 2,006	$ 2,080
Grades 9-12	$ 2,325	$ 2,385	$ 2,473

Bellevue Union (70615) - FY 2021/22 FIRST INTERIM

SUMMARY OF FUNDING

General Assumptions
- COLA & Augmentation
- Base Grant Proration Factor
- Add-on, ERT & MSA Proration Factor

LCFF Entitlement
- Base Grant
- Grade Span Adjustment
- Supplemental Grant
- Concentration Grant
- Add-ons: Targeted Instructional Improvement Block Grant
- Add-ons: Home-to-School Transportation
- Add-ons: Small School District Bus Replacement Program

Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid
- Miscellaneous Adjustments
- Economic Recovery Target
- Additional State Aid

Total LCFF Entitlement

LCFF Entitlement Per ADA

Components of LCFF By Object Code
- State Aid (Object Code 8011)
- EPA (for LCFF Calculation purposes)
- *Local Revenue Sources:*
  - Property Taxes (Object 8021 to 8089)
  - In-Lieu of Property Taxes (Object Code 8096)
    - *Property Taxes net of In-Lieu*

TOTAL FUNDING

Basic Aid Status
Excess Taxes
EPA in Excess to LCFF Funding
Total LCFF Entitlement

SUMMARY OF EPA

% of Adjusted Revenue Limit - Annual
% of Adjusted Revenue Limit - P-2
EPA (for LCFF Calculation purposes)
EPA, Current Year (Object Code 8012)
(P-2 plus Current Year Accrual)
EPA, Prior Year Adjustment (Object Code 8019)
(P-A less Prior Year Accrual)
Accrual (from Data Entry tab)

Bellevue Union (70615) - FY 2021/22 FIRST INTERIM

LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES
Base Grant (*Excludes add-ons for TIIG and Transportation*)
Supplemental and Concentration Grant funding in the LCAP year
Percentage to Increase or Improve Services

SUMMARY OF STUDENT POPULATION
Unduplicated Pupil Population
Enrollment
COE Enrollment
Total Enrollment
Unduplicated Pupil Count
COE Unduplicated Pupil Count
Total Unduplicated Pupil Count
Rolling %, Supplemental Grant
Rolling %, Concentration Grant

Bellevue Union (70615) - FY 2021/22 FIRST INTERIM

SUMMARY OF LCFF ADA

Prior Year ADA for the Hold Harmless - (net of current year charter shift)
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

LCFF Subtotal
- NSS

Combined Subtotal

Current Year ADA
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

LCFF Subtotal
- NSS

Combined Subtotal

Change in LCFF ADA (excludes NSS ADA)

Funded LCFF ADA for the Hold Harmless
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

Subtotal

Funded NSS ADA
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

Subtotal

NPS, CDS, & COE Operated
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

Subtotal

ACTUAL ADA *(Current Year Only)*
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

Total Actual ADA

TOTAL FUNDED ADA
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

Bellevue Union (70615) - FY 2021/22 FIRST INTERIM
Total
Funded Difference (Funded ADA less Actual ADA)

Bellevue Union (70615) - FY 2021/22 FIRST INTERIM

PER-ADA FUNDING LEVELS

Base, Supplemental and Concentration Rate per ADA
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

Base Grants
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

Grade Span Adjustment
- Grades TK-3
- Grades 9-12

Prorated Base, Supplemental and Concentration Rate per ADA
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

Prorated Base Grants
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

Prorated Grade Span Adjustment
- Grades TK-3
- Grades 9-12

Supplemental Grant

Maximum - 1.00 ADA, 100% UPP
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

Actual - 1.00 ADA, Local UPP as follows:
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

Concentration Grant (>55% population)

Maximum - 1.00 ADA, 100% UPP
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

Actual - 1.00 ADA, Local UPP >55% as follows:
- Grades TK-3
- Grades 4-6
- Grades 7-8
- Grades 9-12

BALANCING SPREADSHEET
BELLEVUE UNION SCHOOL DISTRICT

				2021/22		2022/23		2023/24	
LCFF Calculator (COMPLETE THIS FIRST)									
from calculator			State Aid	$ 9,935,402.00		$ 8,869,275.00		$ 8,795,081.00	
			EPA	$ 307,010.00		$ 286,300.00		$ 280,300.00	
			Property Taxes	$ 8,885,727.00		$ 9,149,179.00		$ 9,420,534.00	
			In-Lieu			$ -		$ -	
			subtotal	$ 19,128,139.00		$ 18,304,754.00		$ 18,495,915.00	
additional sources (not in calculator)			property tax transfer-spec ed 8097	$ 719,431.00		$ 719,431.00		$ 719,431.00	
			basic aid supplemental	$ -		$ -		$ -	
			basic aid choice	$ -		$ -		$ -	
			total	$ 19,847,570.00	**r**	$ 19,024,185.00	°	$ 19,215,346.00	~
Escape									
	resource	object							
general fund	0000	8011	State Aid + choice + supplemental	$ 9,935,402.00					
general fund	0000	8012	EPA	$ 307,010.00					
general fund	0000	802x-804x	Property Taxes	$ 8,885,727.00					
general fund	0000	8091	LCFF transfer	$ -					
general fund	0000	8096	In-Lieu of Property Tax	$ -					
fund 14	0000	8091	LCFF transfer	$ -					
			subtotal	$ 19,128,139.00					
general fund	0000	8097	property tax transfer-spec ed	$ 719,431.00					
			total	$ 19,847,570.00	**r**				
Multi-year Projection									
MYP- general fund			LCFF Sources (8010-8099)	$ 19,847,570.00		$ 19,024,185.00		$ 19,215,346.00	
			LCFF Sources	$ -		$ -		$ -	
			total	$ 19,847,570.00	**r**	$ 19,024,185.00	°	$ 19,215,346.00	~
				balanced		*balanced*		*balanced*	

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First Interim
2021-22 Projected Totals
Technical Review Checks

Bellevue Union Elementary **Sonoma County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid. **PASSED**

CHECKRESOURCE - (W) - All RESOURCE codes must be valid. **PASSED**

CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code. **PASSED**

CHECKGOAL - (F) - All GOAL codes must be valid. **PASSED**

CHECKFUNCTION - (F) - All FUNCTION codes must be valid. **PASSED**

CHECKOBJECT - (F) - All OBJECT codes must be valid. **PASSED**

CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid. **PASSED**

CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **PASSED**

CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid. **PASSED**

CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. **PASSED**

CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **PASSED**

CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **PASSED**

CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **PASSED**

CHK-RESOURCExOBJECTB - (O) - The following combinations for RESOURCE and OBJECT (objects 9791, 9793, and 9795) are invalid: **EXCEPTION**

ACCOUNT

FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
01-3010-0-0000-0000-9791	3010	9791	4,087.14

Explanation:To be researched and cleared as part of FY 2021/22 Closing Entries.

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **PASSED**

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. **PASSED**

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **PASSED**

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **PASSED**

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. **PASSED**

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (W) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **PASSED**

INTERFD-INDIRECT - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **PASSED**

INTERFD-INDIRECT-FN - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **PASSED**

INTERFD-IN-OUT - (W) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **PASSED**

LCFF-TRANSFER - (W) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **PASSED**

INTRAFD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **PASSED**

INTRAFD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **PASSED**

INTRAFD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **PASSED**

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object

8980) must net to zero by fund. **PASSED**

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **PASSED**

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **PASSED**

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **PASSED**

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by resource. **PASSED**

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **PASSED**

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **PASSED**

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **PASSED**

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **PASSED**

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **PASSED**

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **PASSED**

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. **PASSED**

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **PASSED**

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **PASSED**

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **PASSED**

SUPPLEMENTAL CHECKS

CS-EXPLANATIONS - (F) - Explanations must be provided in the Criteria and

Standards Review (Form 01CSI) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. **PASSED**

CS-YES-NO - (F) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CSI) must be answered Yes or No, where applicable, for the form to be complete. **PASSED**

EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. **PASSED**

INTERIM-CERT-PROVIDE - (F) - Interim Certification (Form CI) must be provided. **PASSED**

ADA-PROVIDE - (F) - Average Daily Attendance data (Form AI) must be provided. **PASSED**

CS-PROVIDE - (F) - The Criteria and Standards Review (Form 01CSI) has been provided. **PASSED**

CASHFLOW-PROVIDE - (W) - A Cashflow Worksheet (Form CASH) must be provided with your Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) **PASSED**

MYP-PROVIDE - (W) - A Multiyear Projection Worksheet must be provided with your Interim. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) **PASSED**

MYPIO-PROVIDE - (W) - A multiyear projection worksheet must be provided with your interim report for any fund projecting a negative balance at the end of the current fiscal year. (Note: LEAs may use a multiyear projection worksheet other than Form MYPIO, with approval of their reviewing agency.) **PASSED**

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **PASSED**

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. **PASSED**

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. **PASSED**

Checks Completed.

Bellevue Union School District

Agenda Item for Board Meeting of December 14, 2021

Agenda Category:	Review and Action
Agenda Item Title:	Approval of Resolution No. 8 - Bellevue Union School District Accounting of Developer Fees for the 2020-21 Fiscal Year
Prepared By:	Chris J. Kim, Chief Business Official

Background:

Any developer constructing a residential or commercial project over 500 square feet inside the BUSD boundaries, as a requirement by the building department for a building permit, must pay the District developer fees. These fees are paid to the District to support the financing of additional school facilities the District would need to build to support the population growth associated with the new developments.

Government Code Section 66006 requires School Districts to provide an annual developer fees accounting report and for it to be made available to the public within 180 days after the last day of the fiscal year. This information must then be reviewed by the School Board at its regularly scheduled Board meeting.

Recommended Action:

It is recommended that the Board of Trustees approve Resolution No. 8- Bellevue Union School District Accounting of Developer Fees for the 2020-21 Fiscal Year

Supporting Documents:

Resolution No. 8 - Bellevue Union School District Accounting of Developer Fees for the 2020-21 Fiscal Year + Exhibit A To Resolution Regarding Accounting of Development Fees

RESOLUTION OF THE GOVERNING BOARD OF THE BELLEVUE UNION SCHOOL DISTRICT REGARDING ACCOUNTING OF DEVELOPMENT FEES FOR 2020-2021 FISCAL YEAR IN THE FOLLOWING FUND OR ACCOUNT:

25- 0000- 0- 0000- 0000- 8699- 000- 0000

(Government Code sections 66001(d) & 66006(b))

1. **Authority and Reasons for Adopting this Resolution.**

A. This District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated June 3, 2019, and is referred to herein as the "School Facilities Fee Resolution" and is hereby incorporated by reference into this Resolution. These resolutions were adopted under the authority of Education Code section 17620. These fees have been deposited in the following fund or account:

25- 0000- 0- 0000- 0000- 8699- 000- 0000 (the "Fund");

B. Government Code sections 66001(d) and 66006(b) require this District to make an annual accounting of the Fund and to make additional findings every five years if there are any funds remaining in the Fund at the end of the prior fiscal year;

C. Government Code sections 66001(d) and 66006(b) further require that the annual accounting of the Fund and those findings be made available to the public no later than December 27, 2021, that this information be reviewed by this Board at its next regularly scheduled board meeting held no earlier than 15 days after the findings become available to the public, and that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) be mailed at least 15 days prior to this meeting to anyone who has filed a written request for it.

D. The Superintendent has informed this Board that a draft copy of this Resolution (along with Exhibits 1 and 2 which are hereby incorporated by reference into this Resolution) was made available to the public on ***Monday, November 29, 2021***. The Superintendent has further informed this Board that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) was mailed at least 15 days prior to this meeting to anyone who had filed a written request for it.

E. The Superintendent has also informed this Board that there is no new information which would adversely affect the validity of any of the findings made by this Board in its School Facilities Fee Resolution.

2. **What This Resolution Does.**

This Resolution makes various findings and takes various actions regarding the Fund as required by and in accordance with Government Code sections 66001(d) and 66006(b).

3. **Findings Regarding the Fund.**

Based on all findings and evidence contained in, referred to, or incorporated into this Resolution, as well as the evidence presented to this Board at this meeting, the Board finds each of the following with respect to the Fund for the 2020-2021 Fiscal Year:

A. In reference to Government Code section 66006(b)(2), the information identified in section 1 above is correct;

B. In further reference to Government Code section 66006(b)(2), this Board has reviewed the annual accounting for the Fund as contained in Exhibit 1 and determined that it meets the requirements set forth in Government Code section 66006(b)(1);

C. In reference to Government Code section 66001(d)(1)(A), and with respect only to that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified in Exhibit 2;

D. In reference to Government Code section 66001(d)(1)(B), and with respect only to that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the findings and evidence referenced above demonstrate that there is a reasonable relationship between the fees and the purpose for which it is charged as more specifically identified in Exhibit 2;

E. In reference to Government Code section 66001(d)(1)(C), and with respect only to that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, all of the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified as the use to which the fees are to be put is identified in Exhibit 2;

F. In reference to Government Code section 66001(d)(1)(D), and with respect only to that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the approximate dates on which the funding referred to in paragraph E above is expected to be deposited into the appropriate account or fund is designated in Exhibit 2; and

G. In reference to the last sentence of Government Code section 66006(d), because all of the findings required by that subdivision have been made in the fees that were levied in paragraphs C-F above, the District is not required to refund any moneys in the Fund as provided in Government Code section 66001(e).

4. **Superintendent Authorized to Take Necessary and Appropriate Action.**

The Board further directs and authorizes the Superintendent to take on its behalf such further action as may be necessary and appropriate to effectuate this Resolution.

5. **Certificate of Resolution.**

I, _____ President of the Governing Board of the Bellevue Union School District of Sonoma County, State of California, certify that this Resolution proposed by _____, seconded by _____, was duly passed and adopted by the Board, at an official and public meeting this _____ day of _____, 2021, by the following vote:

AYES:

NOES:

ABSENT:

_____ of the Board

of the Bellevue Union School

District of Sonoma County, California

EXHIBIT 1

TO RESOLUTION REGARDING
ACCOUNTING OF DEVELOPMENT FEES
FOR FISCAL YEAR 2020-2021
FOR THE FOLLOWING FUND OR ACCOUNT:
25- 0000- 0- 0000- 0000- 8699- 000- 0000 **(the "Fund")**

Per Government Code section 66006(b)(1)(A-H) as indicated:

A. A brief description of the type of fee in the Fund:

Residential and Commercial Fees.

B. The amount of the fee.

$2.65 per square foot for Residential Properties
$0.43 per square foot for Commercial Properties

C. The beginning and ending balance of the Fund.

Beginning Cash Balance (July 1, 2020): $737,493.57
Ending Cash Balance (June 30, 2021): $1,330,757.58

See Attachment 1.

D. The amount of the fees collected and the interest earned.

Fees Collected in FY 2020/21: $880,000.00
Interest Revenue in FY 2020/21: $4,499.74

See Attachment 2.

E. An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees.

Facilities Related Services and Operating Expenditures: $24,843.55
Facilities Site Improvements: $176,612.60
Facility Lease Expense (West County Transportation JPA): $91,101.94

See Attachment 3.

F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) subdivision (a) of section 66001, and the public improvement remains incomplete:

A specific public improvement project has not been identified at this time.

G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid and the rate of interest that the account or fund will receive on the loan:

No specific interfund transfers or loans have been identified at this time.

H. The amount of refunds made pursuant to subdivision (e) of section 66001 and any allocations pursuant to subdivision (f) of section 66001:

N/A. No refunds or allocations were made pursuant to subdivision (e) or (f) of section 66001.

EXHIBIT 2

TO RESOLUTION REGARDING
ACCOUNTING OF DEVELOPMENT FEES
FOR FISCAL YEAR 2020-2021
FOR THE FOLLOWING FUND OR ACCOUNT:
25- 0000- 0- 0000- 0000- 8699- 000- 0000 **(the "Fund")**

Per Government Code section 66001(d)(1)(A-D) as indicated:

A. With respect to only that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified as follows:

B. With respect to that portion of the Fund remaining unexpended at the end of the 2020-2021 Fiscal Year, there is a reasonable relationship between the fee and the purpose for which it is charged, including:

    a. There is an ongoing need for the Fund to complete construction or reconstruction to reduce overcrowding caused by the development.

Fund 25 - Actuals through June — Fiscal Year 2020/21

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		**737,493.57**	**577,080.68**	**574,667.42**	**572,526.75**	**569,448.05**	**567,165.49**	
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799						1,797.14		
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	1,797.14	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999		243.00	2,413.26	2,140.67	1,918.80	4,079.70	851.44	
Capital Outlay	6000-6599		154,473.03			1,159.90			
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	154,716.03	2,413.26	2,140.67	3,078.70	4,079.70	851.44	
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 5, Actuals Thru Period = 12, Fund = 25, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fund 25 - Actuals through June									Fiscal Year 2020/21
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	5,696.86	5,696.86-						
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		5,696.86	5,696.86-	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		5,696.86	5,696.86-	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D			**160,412.89-**	**2,413.26-**	**2,140.67-**	**3,078.70-**	**2,282.56-**	**851.44-**	
F. ENDING CASH (A + E)			**577,080.68**	**574,667.42**	**572,526.75**	**569,448.05**	**567,165.49**	**566,314.05**	
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fund 25 - Actuals through June									Fiscal Year 2020/21
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	**566,314.05**	**562,356.82**	**548,795.90**	**548,390.90**	**456,618.37**	**455,513.37**		
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799	1,092.77			912.54		880,697.29	884,499.74	375,000.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		1,092.77	.00	.00	912.54	.00	880,697.29	884,499.74	375,000.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999	4,050.00	1,392.97	405.00	1,583.13	1,105.00	4,660.58	24,843.55	35,000.00
Capital Outlay	6000-6599	1,000.00	12,167.95				7,811.72	176,612.60	175,000.00
Other Outgo	7000-7499				91,101.94			91,101.94	
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		5,050.00	13,560.92	405.00	92,685.07	1,105.00	12,472.30	292,558.09	210,000.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Fund 25 - Actuals through June									Fiscal Year 2020/21
	Object	January	February	March	April	May	June	Total	Budget
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599						7,019.22	1,322.36	
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	7,019.22	1,322.36	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	7,019.22	1,322.36	
E. NET INCREASE/DECREASE B - C + D		**3,957.23-**	**13,560.92-**	**405.00-**	**91,772.53-**	**1,105.00-**	**875,244.21**	**593,264.01**	**165,000.00**
F. ENDING CASH (A + E)		**562,356.82**	**548,795.90**	**548,390.90**	**456,618.37**	**455,513.37**	**1,330,757.58**		
G. Ending Cash, Plus Cash Accruals and Adjustments									

Balances through June (12) **Fiscal Year 2020/21**

FD- RSRC- Y- GOAL- FUNC- OBJT- SCH- MGMT	Description	Adopted Budget	Revised Budget	Revenue	Account Balance
Fund **25 - Capital Facilit**					
25- 0000- 0- 0000- 0000- 8660- 000- 0000	Interest,Unrestricted/no	25,000.00	25,000.00	4,499.74	20,500.26
	Total for Object 8660	**25,000.00**	**25,000.00**	**4,499.74**	**20,500.26**
25- 0000- 0- 0000- 0000- 8699- 000- 0000	All Other Local,Unrestric	350,000.00	350,000.00	880,000.00	530,000.00-
	Total for Object 8699	**350,000.00**	**350,000.00**	**880,000.00**	**530,000.00-**
	Total for Org 005 and Fund Capital Facilit	**375,000.00**	**375,000.00**	**884,499.74**	**509,499.74-**

Detail for Dates 07/01/2020 through 06/30/2021 — **Fiscal Year 2020/21**

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund **25 - Capital Facilit**									
25-0000-0-0000-7200-5800-690-0000 Other Svcs & Op,Other Gen									
		BA21-00007	Approve Budget,OB21-03,Fund 25	07/01/20	100,000.00	100,000.00			100,000.00
P21-00058	Advanced Security Syste	EN21-00063	M&O: Service Call Repair & Repla	07/01/20			10,000.00		90,000.00
R21-00119	Rexel USA, INC	EN21-00123	Light Fixtures	07/01/20			5,696.86		84,303.14
R21-00119	Rexel USA, INC	EN21-00187	Light Fixtures	07/01/20			5,696.86-		90,000.00
P21-00181	RGM Kramer Inc	EN21-00233	DO : General Management Servic	07/02/20			10,000.00		80,000.00
P21-00255	Rexel USA, INC	EN21-00468	Light Fixtures	08/10/20			5,657.66		74,342.34
P21-00181	RGM Kramer Inc	EN21-00508	DO : General Management Servic	08/13/20			1,080.00-		75,422.34
P21-00181	RGM Kramer Inc	EX21-00285	DO : General Management Servic	08/13/20				1,080.00	74,342.34
P21-00058	Advanced Security Syste	EN21-00538	M&O: Service Call Repair & Repla	08/20/20			1,333.26-		75,675.60
P21-00058	Advanced Security Syste	EX21-00299	M&O: Service Call Repair & Repla	08/20/20				139.96	75,535.64
P21-00058	Advanced Security Syste	EX21-00300	M&O: Service Call Repair & Repla	08/20/20				344.98	75,190.66
P21-00058	Advanced Security Syste	EX21-00301	M&O: Service Call Repair & Repla	08/20/20				253.50	74,937.16
P21-00058	Advanced Security Syste	EX21-00302	M&O: Service Call Repair & Repla	08/20/20				104.97	74,832.19
P21-00058	Advanced Security Syste	EX21-00303	M&O: Service Call Repair & Repla	08/20/20				489.85	74,342.34
P21-00058	Advanced Security Syste	EN21-00631	M&O: Service Call Repair & Repla	09/03/20			1,070.19-		75,412.53
P21-00255	Rexel USA, INC	EN21-00669	Light Fixtures	09/03/20			100.50-		75,513.03
P21-00058	Advanced Security Syste	EX21-00417	M&O: Service Call Repair & Repla	09/03/20				755.52	74,757.51
P21-00058	Advanced Security Syste	EX21-00418	M&O: Service Call Repair & Repla	09/03/20				314.67	74,442.84
P21-00255	Rexel USA, INC	EX21-00474	Light Fixtures	09/03/20				100.50	74,342.34
P21-00058	Advanced Security Syste	EN21-00704	M&O: Service Call Repair & Repla	09/10/20			159.98-		74,502.32
P21-00058	Advanced Security Syste	EX21-00492	M&O: Service Call Repair & Repla	09/10/20				159.98	74,342.34
P21-00181	RGM Kramer Inc	EN21-00859	DO : General Management Servic	09/24/20			810.00-		75,152.34
P21-00181	RGM Kramer Inc	EX21-00700	DO : General Management Servic	09/24/20				810.00	74,342.34
P21-00058	Advanced Security Syste	EN21-00949	M&O: Service Call Repair & Repla	10/08/20			1,281.37-		75,623.71
P21-00058	Advanced Security Syste	EX21-00775	M&O: Service Call Repair & Repla	10/08/20				292.87	75,330.84
P21-00058	Advanced Security Syste	EX21-00776	M&O: Service Call Repair & Repla	10/08/20				988.50	74,342.34
P21-00058	Advanced Security Syste	EN21-01082	M&O: Service Call Repair & Repla	10/29/20			97.43-		74,439.77
P21-00181	RGM Kramer Inc	EN21-01124	DO : General Management Servic	10/29/20			540.00-		74,979.77
P21-00058	Advanced Security Syste	EX21-00908	M&O: Service Call Repair & Repla	10/29/20				97.43	74,882.34
P21-00181	RGM Kramer Inc	EX21-00999	DO : General Management Servic	10/29/20				540.00	74,342.34
P21-00058	Advanced Security Syste	EN21-01210	M&O: Service Call Repair & Repla	11/12/20			2,729.70-		77,072.04
P21-00058	Advanced Security Syste	EX21-01083	M&O: Service Call Repair & Repla	11/12/20				2,729.70	74,342.34

Detail for Dates 07/01/2020 through 06/30/2021 — **Fiscal Year 2020/21**

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund **25 - Capital Facilit (continued)**									
25-0000-0-0000-7200-5800-690-0000 Other Svcs & Op,Other Gen (continued)									
P21-00181	RGM Kramer Inc	EN21-01279	DO : General Management Servic	11/19/20			1,350.00-		75,692.34
P21-00181	RGM Kramer Inc	EX21-01159	DO : General Management Servic	11/19/20				1,350.00	74,342.34
P21-00058	Advanced Security Syste	EN21-01394	M&O: Service Call Repair & Repla	12/10/20			851.44-		75,193.78
P21-00058	Advanced Security Syste	EX21-01239	M&O: Service Call Repair & Repla	12/10/20				851.44	74,342.34
P21-00181	RGM Kramer Inc	EN21-01545	DO : General Management Servic	01/07/21			2,025.00-		76,367.34
P21-00181	RGM Kramer Inc	EX21-01445	DO : General Management Servic	01/07/21				2,025.00	74,342.34
P21-00181	RGM Kramer Inc	EN21-01615	DO : General Management Servic	01/21/21			2,025.00-		76,367.34
P21-00181	RGM Kramer Inc	EX21-01538	DO : General Management Servic	01/21/21				2,025.00	74,342.34
P21-00255	Rexel USA, INC	EN21-01702	Light Fixtures	02/04/21			312.97-		74,655.31
P21-00255	Rexel USA, INC	EX21-01620	Light Fixtures	02/04/21				312.97	74,342.34
P21-00181	RGM Kramer Inc	EN21-01830	DO : General Management Servic	02/25/21			1,080.00-		75,422.34
P21-00181	RGM Kramer Inc	EX21-01765	DO : General Management Servic	02/25/21				1,080.00	74,342.34
		BR21-00059	2nd Interim, Fund 25, Resource 0(	02/28/21		70,000.00-			4,342.34
P21-00181	RGM Kramer Inc	EN21-02025	DO : General Management Servic	03/18/21			405.00-		4,747.34
P21-00181	RGM Kramer Inc	EX21-01958	DO : General Management Servic	03/18/21				405.00	4,342.34
P21-00255	Rexel USA, INC	EN21-02318	Light Fixtures	04/22/21			98.13-		4,440.47
P21-00181	RGM Kramer Inc	EN21-02320	DO : General Management Servic	04/22/21			685.00-		5,125.47
P21-00255	Rexel USA, INC	EX21-02274	Light Fixtures	04/22/21				98.13	5,027.34
P21-00181	RGM Kramer Inc	EX21-02276	DO : General Management Servic	04/22/21				1,485.00	3,542.34
P21-00058	Advanced Security Syste	EN21-02436	M&O: Service Call Repair & Repla	05/06/21			1,105.00-		4,647.34
P21-00181	RGM Kramer Inc	EN21-02501	DO : General Management Servic	05/06/21			3,240.00		1,407.34
P21-00058	Advanced Security Syste	EX21-02374	M&O: Service Call Repair & Repla	05/06/21				1,105.00	302.34
P21-00255	Rexel USA, INC	EN21-02714	Light Fixtures	06/03/21			150.58-		452.92
P21-00255	Rexel USA, INC	EX21-02689	Light Fixtures	06/03/21				12.14-	465.06
P21-00255	Rexel USA, INC	EX21-02690	Light Fixtures	06/03/21				93.41	371.65
P21-00255	Rexel USA, INC	EX21-02691	Light Fixtures	06/03/21				69.31	302.34
P21-00181	RGM Kramer Inc	EN21-02873	DO : General Management Servic	06/10/21			3,240.00-		3,542.34
P21-00661	Subtronic Corporation	EN21-02890	Bellevue ES Underground Utility S	06/10/21			8,232.00		4,689.66-
P21-00181	RGM Kramer Inc	EX21-02892	DO : General Management Servic	06/10/21				3,510.00	8,199.66-
P21-00255	Rexel USA, INC	EN21-02904	Light Fixtures	06/15/21			4,995.48-		3,204.18-
P21-00058	Advanced Security Syste	EN21-03026	M&O: Service Call Repair & Repla	06/22/21			1,371.63-		1,832.55-
P21-00661	Subtronic Corporation	EN21-03323	Year End Closing	06/30/21			8,232.00-		6,399.45

Detail for Dates 07/01/2020 through 06/30/2021 — **Fiscal Year 2020/21**

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund **25 - Capital Facilit (continued)**									
			Account Total	06/30/21	100,000.00	30,000.00	.00	23,600.55	
			Total for Org 005 and Fund Capital Facilit		**100,000.00**	**30,000.00**	**.00**	**23,600.55**	**6,399.45**

Detail for Dates 07/01/2020 through 06/30/2021 — **Fiscal Year 2020/21**

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund **25 - Capital Facilit**									
25-0000-0-0000-8500-6200-690-0000 Bldgs & Improve,Facilitie									
P21-00199	SHI International Corp	EN21-00295	Security Camera System	07/09/20			154,473.03		154,473.03-
P21-00199	SHI International Corp	EN21-00425	Security Camera System	07/30/20			154,473.03-		.00
P21-00199	SHI International Corp	EX21-00215	Security Camera System	07/30/20				154,473.03	154,473.03-
P21-00242	SHI International Corp	EN21-00432	Mount For Cameras	08/03/20			1,159.90		155,632.93-
		BR21-00028	Revised to Meet Conditions: Fund	09/22/20		175,000.00			19,367.07
P21-00242	SHI International Corp	EN21-01060	Mount For Cameras	10/22/20			1,159.90-		20,526.97
P21-00242	SHI International Corp	EX21-00896	Mount For Cameras	10/22/20				1,159.90	19,367.07
P21-00428	JB Jordan & Associates	EN21-01380	Replacement Carpet	12/07/20			7,998.00		11,369.07
P21-00429	Applied Signs	EN21-01381	Front Sign	12/07/20			5,266.00		6,103.07
P21-00429	Applied Signs	EN21-01517	Front Sign	01/07/21			1,000.00-		7,103.07
P21-00429	Applied Signs	EX21-01404	Front Sign	01/07/21				1,000.00	6,103.07
P21-00429	Applied Signs	EN21-01765	Front Sign	02/18/21			4,266.00-		10,369.07
P21-00429	Applied Signs	EX21-01684	Front Sign	02/18/21				4,170.00	6,199.07
P21-00428	JB Jordan & Associates	EN21-01821	Replacement Carpet	02/25/21			7,998.00-		14,197.07
P21-00428	JB Jordan & Associates	EX21-01754	Replacement Carpet	02/25/21				7,997.95	6,199.12
P21-00648	Engie Services U.S. Inc	EN21-02698	Solar Panel Repair	06/02/21			1,792.50		4,406.62
P21-00665	Denton's Glass Compan	EN21-02907	LC Office Windows	06/16/21			6,019.22		1,612.60-
P21-00666	All County Flooring	EN21-02908	Office Carpet Replacment	06/16/21			11,800.00		13,412.60-
P21-00648	Engie Services U.S. Inc	EN21-03155	Solar Panel Repair	06/24/21			1,792.50-		11,620.10-
P21-00648	Engie Services U.S. Inc	EX21-03025	Solar Panel Repair	06/24/21				1,792.50	13,412.60-
P21-00665	Denton's Glass Compan	AP21-00032	Year End Closing	06/30/21				6,019.22	19,431.82-
P21-00665	Denton's Glass Compan	EN21-03232	Year End Closing	06/30/21			6,019.22-		13,412.60-
P21-00666	All County Flooring	EN21-03329	Year End Closing	06/30/21			11,800.00-		1,612.60-
			Account Total	06/30/21	.00	175,000.00	.00	176,612.60	
			Total for Org 005 and Fund Capital Facilit		**.00**	**175,000.00**	**.00**	**176,612.60**	**1,612.60-**

Detail for Dates 07/01/2020 through 06/30/2021 — **Fiscal Year 2020/21**

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund **25 - Capital Facilit**									
25-0000-0-0000-9200-7299-690-BUSS	All Other Trans,Transfers								
		CT21-01476	20-21 Facility Lease HTS per DH	04/08/21				10,819.92	10,819.92-
		CT21-01476	20-21 Facility Lease SE per DH	04/08/21				80,282.02	91,101.94-
			Account Total	06/30/21	.00	.00	.00	91,101.94	
			Total for Org 005 and Fund Capital Facilit		**.00**	**.00**	**.00**	**91,101.94**	**91,101.94-**

BELLEVUE UNION SCHOOL DISTRICT

Chris Kim <ckim@busd.org>

Facility Lease Transfer

4 messages

Diane Hughes <dhughes@schoolbusing.org> Wed, Apr 8, 2020 at 11:06 AM
To: Diane Hughes <dhughes@schoolbusing.org>
Bcc: business@busd.org

Hi -

I am in the process of posting the annual Facility Lease Payment Transfer and wanted to confirm your district's account number to transfer from. The account I have is from fund 25 and has a 0000 resource code. My understanding is that the resource code in Fund 25 should be a local resource code.

Can you please confirm the account code you would like the transfer taken from? Please let me know as soon as possible, so I can make the transfer by Friday.

--
Diane Hughes
Business Manager
West County Transportation Agency
707-206-9988 x220

Chris Kim <ckim@busd.org> Thu, Apr 9, 2020 at 9:14 AM
To: Diane Hughes <dhughes@schoolbusing.org>

Hi Diane, can you clarify for me what this lease payment transfer pertains to? It'll help me identify the appropriate chart of accounts to assign this expense to. Also, please advise on the cost expected to the District.

Best,

Chris J. Kim, Ed.D MBA
Chief Business Official
Bellevue Union School District
ckim@busd.org
707-542-5197

[Quoted text hidden]

Diane Hughes <dhughes@schoolbusing.org> Thu, Apr 9, 2020 at 12:10 PM
To: Chris Kim <ckim@busd.org>

Hi Chris -

As a member of the JPA, each district pays a portion of our facility lease each year in April for Home to School and Special Ed. Bellevue's portion this year is $12,496.69 for HTS and $87,343.86 for SE. The account it has come from before is 25-0000-0-0000-9200-7299-690-BUSS. I just need to confirm this is the account you want to come from or if you have a different one with a local resource code.

Diane

[Quoted text hidden]
> [Quoted text hidden]

> Notice to Recipient:
>
> Information contained in this message may be privileged, confidential and protected from disclosure. If you are not an intended recipient, it is strictly prohibited to use, disseminate or copy this communication. If you have received this in error, please reply to the sender and then delete the message.
>
> Thank you.

[Quoted text hidden]

Chris Kim <ckim@busd.org> Fri, Apr 10, 2020 at 8:54 AM
To: Diane Hughes <dhughes@schoolbusing.org>

Ah, thank you for clarifying this for me. I confirmed that the chart of account being referenced is appropriate for the facilities fees. Thank you for checking.

[Quoted text hidden]

[Quoted text hidden]

Bellevue Union School District

Agenda Item for Board Meeting of December 14, 2021

Agenda Category: Action Item

Agenda Item Title: Consider Approval of the Revised Position Description for the Food Service Program Manager

Prepared By: Chris J. Kim, CBO

Background:

Presented for consideration to the Bellevue Union School District Board of Trustees are minor revisions to the current Food Service Program Manager position description. The majority of the updates are related to the position qualifications, experience, and training requirements, bringing these areas in line with current standards as benchmarked against neighboring Districts.

Specifically, the qualifications for this position have been updated to include knowledge of food preparation, safety practices, and common sanitation procedures, in addition to knowledge governmental regulations related to the national School Lunch Program. Experience and training requirements have likewise been updated to include reference to supplemental coursework in nutrition or food service management and a food safety certification.

This position has been vacated as of December 14, 2021.

Cost:

No Additional cost

Recommended Action:

Review and Approve as presented.

Supporting Documents:

1. Position Description: Food Service Program Manager

DISTRICT FOOD SERVICE PROGRAM MANAGER

CLASSIFIED MANAGEMENT EMPLOYEE

GENERAL DESCRIPTION:

Under the general supervision of the Superintendent or Designee, the Food Service Program Manager plans, organizes, coordinates, and directs the Food Service Program for the Bellevue Union School District and provides direct support to Cafeteria Staff at each of the School Sites.

DUTIES AND RESPONSIBILITIES:

- Prepare and maintain all statutory reports associated with the Food Service Program, including: State and Federal reimbursements, deposits, accounts receivable and payable, and checking account reconciliations
- Maintain records of Food Service bulletins and regulations and ensure compliance with all Federal, State and District regulations.
- Regularly meets with Cafeteria Staff and suggests program improvements to the Superintendent or Designee for consideration.
- Assists Principals with finding substitutes for the Program and if necessary, provide coverage when/if substitutes are unavailable.
- Monitor Cafeteria operations for efficiency and effectiveness.
- Participate in the evaluation process for all Food Service personnel as requested.
- Assist in the preparation of the Annual Food Service Program budget.
- Perform other duties as assigned by the Superintendent or Designee.
- Provide the Superintendent with biannual reviews of the Food Service Program.

DEMONSTRATED KNOWLEDGE AND ABILITIES:

Knowledge of:

- Methods of food preparation, service, and distribution in a school setting.
- Proper temperatures for preparation, serving, and storage of food.
- Food Service safety practices and procedures.
- Kitchen sanitation practices and procedures.
- Standard clerical and office procedures.
- Standard office and computer skills.
- Standard record keeping practices and procedures.
- Governmental regulations related to the School Lunch Program.

Ability to:

- Provide and facilitate staff training.
- Work hands-on in the delivery of the Food Service Program.
- Learn and perform a variety of clerical, food service and office related duties.
- Take personal initiative in solving problems related to the Food Service Program.
- Establish and maintain effective working relations with peers and others.
- Follow oral and written instruction.
- Provide for the smooth and efficient operation of the food service program.

EDUCATION AND EXPERIENCE:

- Any combination of experience and training that would provide the required knowledge and abilities is qualifying.
- Graduation from high school supplemented by college level coursework or specialized training in nutrition and food service management.
- Three to Five years of work experience in a food service setting with 1 year of Supervisory experience.

LICENSES AND OTHER REQUIREMENTS:

- Valid Driver's License
- Proof of Automobile Insurance
- Food Safety Certification

WORKING CONDITIONS:

- The majority of work takes place in an office setting.
- Dexterity of hands and fingers to operate a computer keyboard.
- Travel to various locations throughout the District.
- Sitting or standing for extended long periods of time (up to 2-3 hours).
- Ability to read information on a computer screen for extended periods of time
- Ability to lift, carry and/or move objects weighing up to 30lbs
- Will require off-site duties and activities
- Exposure to hot food, kitchen equipment, sharp implements, and cleaning agents.

Bellevue Union School District

Agenda Item for Board Meeting of December 14, 2021

Agenda Category:	Action Item
Agenda Item Title:	Approval of the Bellevue Union School District Educator Effectiveness Plan
Prepared By:	Aracely Romos-Flores, Director of Educational Services/EL Services

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Background:
The Educator Effectiveness Block Grant is funding for county offices of education, school districts, charter schools, and state special schools for professional learning for teachers, administrators, paraprofessionals that work with pupils, and classified staff that interact with pupils.

Requirements for these funds include developing and adopting a plan and accompanying budget, coordinating with Title II allocation and spending, presenting the plan at a public meeting of the Governing Board (11-16-21) and approval at a subsequent meeting.

Recommended Action:
It is recommended that the Board of Trustees approve the Bellevue Union School District Educator Effectiveness Block Grant Plan

Supporting Documents:
Bellevue Union School District Educator Effectiveness Block Grant Plan

Bellevue Union School District
Educator Effectiveness Block Grant Plan
(2021-22 through 2025-26)

Total Educator Effectiveness Block Grant funds awarded to the LEA:		**$352,682.00**
Allowable Use of Funds	**Planned Use of Funds (Actions)**	**Planned Expenditures**
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized Educator Effectiveness Block Grant 2021 for SCOE Page 2 of 6 Allowable Use of Funds Planned Use of Funds (Actions) Planned Expenditures around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.	1a. Establish the **Bellevue Educational Success Team (BEST)** to work towards a guaranteed and viable curriculum for all students. 1b. Provide support through coaching and mentoring of beginning teachers through the NCSOE and other institutions. 1c. New Teacher Orientation and Support 1d. Grade Level Collaboration to prioritize standards, identify learning targets, determine proficiency, plan units of study, analyze strategies, create common formative assessments, analyze student work, analyze assessment data, analyze strategies, review assessments, plan classroom interventions, identify and use systems of support, and plan enrichment activities. (To be completed over a 5 year period) 1e. Provide professional development opportunities to administrators and teacher leaders, including Teachers on Special Assignment to lead the work above.	**$20,000.00** **$30,000.00** **$30,000.00** **$202,682.00**

2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history social science, science, technology, engineering, mathematics, and computer science.	* To be addressed in our BEST work. See 1a and 1d..	
3. Practices and strategies that reengage pupils and lead to accelerated learning.	* To be addressed in our BEST work. See 1a and 1d.	
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.		
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.		
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.	● Provide professional development to our teachers, administrators and staff who support students with IEPs	**$30,000.00**
7. Instruction and education to support implementing effective language acquisition	● Provide professional development to our teachers, administrators and staff to	**$30,000.00**

programs for English Educator Effectiveness Block Grant 2021 for SCOE Page 3 of 6 Allowable Use of Funds Planned Use of Funds (Actions) Planned Expenditures learners, which may include integrated language development within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.	support effective language acquisition practices, and strengthen bilingual and biliterate proficiency.	
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).	N/A	
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.	N/A	
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.	• Provide TK teachers professional development and support to meet the needs of universal TK students as outlined by AB130.	**$10,000.00**
	TOTAL:	**$352,682.00**

Bellevue Union School District

Agenda Item for Board Meeting of December 14, 2021

Agenda Category: Action

Agenda Item Title: Consider Approval of Action to Allow Superintendent to Sign Construction Contracts for 2021-2022 Summer Work

Prepared By: Roger Farrell, Director of M&O

Technical Advisor: Matthew Medeiros, Senior Construction Manager, RGMK and Associates

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Background:

BUSD Staff have been working on a summer construction plan that will include refurbishing of portable buildings at our Bellevue, Meadow View, Kawana Springs Elementary and Early Learning Center facilities as well as the lighting system and controls at our four primary campuses.

The Board is requested to authorize the Superintendent to sign contracts for consulting services and for construction, as required to facilitate these projects. This is in an effort to expedite executing of the contracts and establish schedules as early as possible in a volatile construction climate. To wait to approve contracts at regularly scheduled Board meetings, and still complete the projects in the summer window would prove to be difficult at best. It is not practical to call for repeated special meetings.

Cost:

Estimated project costs (hard and soft costs) of $3,000,000.00.

Action:

Approve as presented

Supporting Documents:

BUSD Facility 5 Year Plan updated 5/4/21

Bellevue Union School District

Agenda Item for Board Meeting

Agenda Category: Review and Action

Agenda Item Title: Ratification of Bills and Warrants

Background:
Warrants issued since the last regularly scheduled Board meeting are submitted for ratification.

Recommended Action:
It is recommended the Board ratify these warrants.

Supporting Documents:
Payroll Totals
Board Report of Checks

Bellevue Union School District
2021-2022
November Payroll Totals

Manual Payroll 11/18/2021	
Certificated	(1,970.00)
Classified	-
Total	(1,970.00)
Regular Payroll 11/30/2021	
Certificated	724,161.16
Classified	297,097.02
Total	1,021,258.18
Supplemental Payroll 12/10/2021	
Certificated	19,832.50
Classified	11,261.37
Total	31,093.87
Total:	1,050,382.05

Checks Dated 10/09/2021 through 12/08/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1862889	10/27/2021	Eduardo Barrera Vazquez	01-5862	LIVE SCAN		25.00
1862890	10/27/2021	Kathyn Harp	01-5862	LIVE SCAN		25.00
1862891	10/27/2021	Yates, Sally	01-4362	Lock Box for Covid		18.39
1862892	10/27/2021	SYNCB/Amazon	01-5840	ITECH: Supplies		28.08
1862893	10/27/2021	Arntz Builders, Inc	21-6200	Bathroom Install	62,449.78	
				ELC Office Remodel	161,400.03	223,849.81
1862894	10/27/2021	Valley Comfort Heating & Air	01-5800	Open PO : 2021/2022		554.00
1862895	10/27/2021	Bay West Construction	21-6200	Case Work Install		2,950.00
1862896	10/27/2021	Brelje & Race Consulting Civil Engineers	21-6200	Retention		453.75
1862897	10/27/2021	California's Valued Trust	01-9570	CVT Payment		126,740.09
1862898	10/27/2021	Citi Cards	01-5800	District Credit Card		31.00
1862899	10/27/2021	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		54.45
1862900	10/27/2021	David Kerr	01-5800	Vocal Music		925.00
1862901	10/27/2021	DK Landscaping	01-5800	M&O: OPEN PO for Landscape service		1,042.15
1862902	10/27/2021	Environmental Pump Services, Inc.	13-5800	Open PO-Grease Trap Service		425.00
1862903	10/27/2021	Fire Safety Supply	01-5800	M&O: Fire extinguisher & Services		15.60
1862904	10/27/2021	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	868.71	
				M&O: Custodial Supplies @ TM	1,729.00	
				M&O; Custodial Supplies @ DO	1,036.20	
				M&O; Custodial Supplies @ KW	1,994.61	
				M&O; Custodial Supplies @ MV	416.70-	5,211.82
1862905	10/27/2021	Forensic Analytical Consulting Services Inc	01-5800	AHERA Periodic Surveilance		5,845.67
1862906	10/27/2021	Fun and Function	01-4310	SDC Preschool		132.48
1862907	10/27/2021	Greenacre Homes	01-5800	NPS: AJL		5,271.96
1862908	10/27/2021	Hitmen Termite and Pest Control, Inc.	01-5800	Open PO Pest Control		763.00
1862909	10/27/2021	The Home Depot Pro	01-4380	Home Depot		189.63
1862910	10/27/2021	Janet Gossett	01-4350	DO: OPEN PO:Signature Stamps/ Ink		96.56
1862911	10/27/2021	Lindsay McLaughlin	01-5800	HR Consulting		910.00
1862912	10/27/2021	McGraw-Hill School Education Holdings, LLC	01-5800	California Wonders		64,822.72
1862913	10/27/2021	Presence Learning Inc	01-5800	SLP Services 2021/2022		7,675.40
1862914	10/27/2021	Redwood Pediatric Therapy Asso	01-5800	Occupational Tehrapy Services		12,667.18
1862915	10/27/2021	Santa Rosa, City Of	01-5560	Open PO for Water bill BV	822.88	
				Open PO for Water bill MV & Spa	1,151.80	1,974.68
1862916	10/27/2021	Schaefer Engineering Inc	01-5800	Front Ditch Maintenance		5,215.00
1862917	10/27/2021	Soliant	01-5100	Speech Therapist & Speech Language Assistants		62,910.96

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Checks Dated 10/09/2021 through 12/08/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1862918	10/27/2021	Julie Burns	01-5803	Interpretation For Special Boad Meetings		1,000.00
1862919	10/27/2021	TLCD Architecture	21-6200	KS Modernizaton Architecture		99,337.00
1862920	10/27/2021	WEX BANK	01-4362	DO : Fuel Card		490.19
1863682	11/03/2021	Castro Sanchez, Marisela	01-5862	Fingerprints		25.00
1863683	11/03/2021	Cruz Carreno, Itzel A	01-5862	FingerPrints		25.00
1863684	11/03/2021	Luna Cielo	01-5862	Fingerprints		25.00
1863685	11/03/2021	Velarde Norma	01-5862	Fingerprints		35.00
1863686	11/03/2021	Herring, Patrick E	01-5201	Milage Reimbursement		10.64
1863687	11/03/2021	Dale M Crane dbaAction Plumbing Maintenance	01-5800	OPEN PO Plumbing Repairs		592.00
1863688	11/03/2021	Alsco (American Linen)	13-5800	Open PO- BV	253.48	
				Open PO- KS	119.68	
				Open PO- MV	343.26	
				Open PO- TM	192.62	909.04
1863689	11/03/2021	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		468.22
1863690	11/03/2021	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc	1,729.28	
				OPEN PO: TM Food for Food Svc	2,614.99	
				OPEN PO: MV Food for Food Svc	3,735.81	8,080.08
1863691	11/03/2021	California's Valued Trust	01-9570	Novemenber 2021		145,197.79
1863692	11/03/2021	AT & T	01-5911	Open PO CALNET3		314.15
1863693	11/03/2021	Castino Restaurant Equipment & Supply, Inc.	13-4390	BV: Open PO Food Service Smallware		20.78
1863694	11/03/2021	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	1,175.84	
				KW- Student Milk	1,456.50	
				MV- Student Milk	2,658.24	
				TM- Student Milk	993.50	6,284.08
1863695	11/03/2021	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	1,893.90	
				OPEN PO- MV - Fruit & Vegetable	2,306.65	
				OPEN PO- TM - Fruit & Vegetable	1,935.70	6,136.25
1863696	11/03/2021	Aeries Software	01-5200	Virtual Aeries Con.	150.00	
				Virtual Aeries Con. Jose Santamaria	150.00	
				Virtual Aeries Con. Ryan Green	150.00	450.00
1863697	11/03/2021	Department Of Justice Accounting Office Cashier Unit	01-5862	Open PO for DO- Fingerprinting		499.00
1863698	11/03/2021	East Bay Restaurant Supply	01-4390	Refrigerator Cool School Classroom		4,795.62
1863699	11/03/2021	Emerald LLC	01-5800	ISA: A.J.L	2,184.58	
				ISA: D.W	1,438.18	
				ISA: J.L.L	3,786.61	

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1863699	11/03/2021	Emerald LLC		ISA: J.R	3,713.82	
				ISA: R.S.V	2,566.91	
				ISA: V. R	1,592.92	
				ISA: Z. C	2,512.29	
				ISA:J.V.T	1,957.02	
				ISA:M.L	3,823.02	
				NPS: C.H	264.87	23,840.22
1863700	11/03/2021	Environment Control	01-5800	Cleaning Services		977.26
1863701	11/03/2021	TIAA Commerical Finance	01-5600	DO:Agreement For SF-5130 Account # 20415329-1	279.68	
				Lease Agreement for Copiers Acc# 20399421-1	1,169.50	1,449.18
1863702	11/03/2021	Forensic Analytical Consulting Services	21-6200	Pre Demolition Inspection		4,874.63
1863703	11/03/2021	Fishman Supply Co	01-4370	M&O; Custodial Supplies @ KW		144.05
1863704	11/03/2021	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	7,267.04	
				OPEN PO MV Food Supply	5,879.45	
				OPEN PO TM Food Supply	2,540.29	15,686.78
1863705	11/03/2021	Great America Financial Svcs	01-5858	OPEN PO-Postbase 45 mail machine	2.47	
			01-5950	OPEN PO-Postbase 45 mail machine	134.09	136.56
1863706	11/03/2021	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		1,724.00
1863707	11/03/2021	Hitmen Termite and Pest Control, Inc.	01-5800	Open PO Pest Control		568.75
1863708	11/03/2021	The Home Depot Pro	01-4380	Home Depot		27.28
1863709	11/03/2021	Home Depot USA INC	01-4380	Home Depot		374.98
1863710	11/03/2021	Jacobson Fence Co Inc	25-5800	Front Fence Panel Repair		3,443.00
1863711	11/03/2021	John Deere Financial	01-4380	Open PO- Maint and Grounds	209.14	
			01-4390	Open PO- Maint and Grounds	232.26	441.40
1863712	11/03/2021	Kelly-Moore Paint Co Inc	01-4380	OPEN PO - Paint for all Sites		162.23
1863713	11/03/2021	Sally J Yates dba Kids Hear	01-5800	Nursing Services 2021/2022		9,700.00
1863714	11/03/2021	Language People	01-5803	ELC- OPEN PO Interpreting services		144.00
1863715	11/03/2021	McGraw-Hill School Education Holdings, LLC	01-4310	6th grade Spanish	155.82	
				Glencoe Math	53.34	
			01-5800	California Wonders	3,862.77	4,071.93
1863716	11/03/2021	Napa County Office Of Ed	01-5100	DO: CalServes Contract- Americop Mentors	7,000.00	
			01-5800	DO: Calserves ASES After School Program	99,633.62	106,633.62
1863717	11/03/2021	Office Depot Inc	01-4350	OPEN PO- District Office Supplies		211.64
1863718	11/03/2021	PG&E	01-5520	Open PO -PG & E		258.69
1863719	11/03/2021	Recology Sonoma Marin	01-5560	BV- Garage & Recycling Pick up	1,411.42	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1863719	11/03/2021	Recology Sonoma Marin		KW/ELC- Garage & Recycling	1,411.42	
				TM- Garage & Recycling	1,530.88	4,353.72
1863720	11/03/2021	Marylou Herrera DBA Red Light Learning	01-5803	Translation Service		980.00
1863721	11/03/2021	Reese & Associates	25-5800	Soil Services		3,600.00
1863722	11/03/2021	Santa Rosa, City Of	01-5560	Open PO for Water bill MV & Spa	120.00	
			01-5858	Open PO for Water bill KW	1,220.99	
				Open PO for Water bill TM	2,040.89	3,381.88
1863723	11/03/2021	Site Consulting Specialists	21-6200	Asphalt Bidding and Project- Bellevue ES		22,185.00
1863724	11/03/2021	Spurr	01-5510	Open PO Spurr		735.87
1863725	11/03/2021	The Standard Insurance Co	01-9575	disability Coverage	6,678.84	
				Disablility Coverage	1,669.71	8,348.55
1863726	11/03/2021	US Bank Equipment Finance	01-5858	OpenPO - Lease Bellevue School		659.59
1863727	11/03/2021	Verizon	01-5800	Lines		266.49
1864746	11/05/2021	Herring, Patrick E	01-4390	Mileage Reimbursement		2.80
1864747	11/05/2021	Dale M Crane dbaAction Plumbing Maintenance	01-5800	OPEN PO Plumbing Repairs		818.00
1864748	11/05/2021	Ameriflex	01-5800	DO: FSA Admin Fee 6 Employees	52.37	
			01-5858	DO: FSA Admin Fee 6 Employees	7.63	60.00
1864749	11/05/2021	Becoming Independent	01-5800	BUSD Shredding Services		35.00
1864750	11/05/2021	AT & T	01-5911	Open PO CALNET3		110.68
1864751	11/05/2021	Citi Cards	01-4440	Apple screen replacement	99.00	
			01-5800	District Credit Card	2,036.93	2,135.93
1864752	11/05/2021	Discount Blinds & Shutters	21-6200	Replace & Install Blinds		670.00
1864753	11/05/2021	Emerald LLC	01-5800	ISA: A.F	2,211.89	
				ISA: D.W	1,347.18	
				ISA: J.R	2,612.42	
				ISA: R.S.V	1,474.60	
				ISA: V. R	1,419.99	
				ISA: Z. C	1,401.79	
				ISA:J.V.T	2,821.75	
				ISA:M.L	2,821.75	16,111.37
1864754	11/05/2021	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	615.30	
				M&O: Custodial Supplies @ ELC	150.70	
				M&O; Custodial Supplies @ KW	65.59	
				M&O; Custodial Supplies @ MV	453.85	1,285.44
1864755	11/05/2021	Frontline Technologies	01-5800	Time & Attendance		7,865.61
1864756	11/05/2021	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply 21/22		283.81
1864757	11/05/2021	Pro-ed, Inc.	01-4310	Edmark Online Renewal		2,495.51

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ESCAPE ONLINE

Checks Dated 10/09/2021 through 12/08/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1864758	11/05/2021	Quality Manufacturing & Dist	01-4390	Gopher Elimination Eq		2,647.44
1864759	11/05/2021	Ralph's Auto & Truck Services	01-5800	OPEN PO- Districts Truck Services		25.00
1864760	11/05/2021	School & College Legal Service Sonoma County Office of Ed.	01-5800	Legal Training for SPED		45.00
1864761	11/05/2021	School Specialty LLC	01-5800	SDC Preschool		102.49
1864762	11/05/2021	Seesaw	01-4310	Students License		3,025.00
1864763	11/05/2021	Lakshmi Vyakaran Venkat	01-5800	Home Hospital Teacher		1,087.17
1864764	11/05/2021	West County Transportation	01-5100	Open PO-Special Ed. Transportation		121,720.76
1865377	11/10/2021	Corwin, Karen L	01-5800	Teachers Materials		299.85
1865378	11/10/2021	Boyce, Caroline S	01-5800	Teachers Materials		300.00
1865379	11/10/2021	Goodin, Sarah R	01-5800	Teachers Materials		300.00
1865380	11/10/2021	Lopez, Courtney D	01-4310	LIVE SCAN & Baskets		57.67
1865381	11/10/2021	Alsco (American Linen)	13-5800	Open PO- KS	59.84	
				Open PO- MV	119.65	179.49
1865382	11/10/2021	SYNCB/Amazon	01-4310	Carpet	387.78	
				ELC Office , Prek SDC & Preschool Speech Supplies	317.08	
				Gate	148.02	
				OPEN PO FOR ELC	326.63	
				Small Group Instruction Material	176.91	
				Violin Supplies	101.46	
			01-4350	Coat Rack	141.97	
				DO : Office Supplies Purchases	314.83	
			01-5800	2 Way Radio	535.74	2,450.42
1865383	11/10/2021	Anova Education & Behavior	01-5800	NPS B.T		5,349.96
1865384	11/10/2021	BAM Plumbing	01-5800	DO- Plumbing Services		4,160.00
1865385	11/10/2021	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc	1,104.60	
				OPEN PO: TM Food for Food Svc	710.05	
				OPEN PO: MV Food for Food Svc	639.78	2,454.43
1865386	11/10/2021	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	304.12	
				KW- Student Milk	357.00	
				MV- Student Milk	272.00	
				TM- Student Milk	353.00	1,286.12
1865387	11/10/2021	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	423.75	
				OPEN PO- MV - Fruit & Vegetable	784.80	
				OPEN PO- TM - Fruit & Vegetable	734.95	1,943.50
1865388	11/10/2021	Department Of Justice Accounting Office Cashier Unit	01-5862	Open PO for DO- Fingerprinting		899.00

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ESCAPE ONLINE

Checks Dated 10/09/2021 through 12/08/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1865389	11/10/2021	ESP & Alarm Inc.	01-5805	Open PO BV Monthly Patrols	375.00	
				Open PO KS/ELC Monthly Patrols	750.00	
				Open PO MV Monthly Patrols	375.00	
				Open PO TM Monthly Patrols	375.00	1,875.00
1865390	11/10/2021	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV		2,047.88
1865391	11/10/2021	Friedman's Home Improvement	01-4380	BV: OPEN PO for Supplies	412.37	
				Open PO General Dist Maint	366.08	
				TM: OPEN PO for Supplies	255.30	
			01-4390	Open PO General Dist Maint	122.03	1,155.78
1865392	11/10/2021	Gold Star Foods, Inc.	13-4710	OPEN PO MV Food Supply	1,355.43	
				OPEN PO TM Food Supply	1,383.28	
			13-5800	CAFE: Food Storage	78.75	2,817.46
1865393	11/10/2021	McGraw-Hill School Education Holdings, LLC	01-4310	Glencoe Math		51.82
1865394	11/10/2021	Mike Brown Electric Co	01-5800	DO: OPEN PO for Electric Services		2,579.83
1865395	11/10/2021	Monoprice	01-4344	OPEN PO: IT Supplies		873.98
1865396	11/10/2021	Oriental Trading Company Inc.	01-4310	Student Supplies		185.27
1865397	11/10/2021	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply 21/22		6.56
1865398	11/10/2021	Pacific Access Elevators Inc	21-6200	BV MPR WheelChair Lift		1,128.22
1865399	11/10/2021	Paradigm Healthcare Services	01-5800	Contracted service for Medical Billing 2021/2022		419.26
1865400	11/10/2021	Andre Randall Soileau dba Prime65	01-5911	IT: Telephone Service 2021/22		2,460.95
1865401	11/10/2021	Lockbox Bartley Pump PMLLC	01-5800	Open PO -Bartley Pump		2,103.19
1865402	11/10/2021	Recology Sonoma Marin	01-5560	BV- Garage & Recycling Pick up	705.71	
				KW/ELC- Garage & Recycling	811.19	
				TM- Garage & Recycling	872.82	2,389.72
1865403	11/10/2021	School Specialty LLC	01-4310	21/22 School Supplies		111.54
1865404	11/10/2021	Sonoma County Office Of Educat ion	01-5862	Open PO-Fingerprinting 2021/2022		70.00
1866388	11/17/2021	Monica Roman	01-5862	Fingerprints- Live Scan		25.00
1866389	11/17/2021	Craig, Nina S	01-4397	Varies Items. and events food		376.33
1866390	11/17/2021	Romo-Flores, Aracely	01-4397	Workshop- Treat PD		139.98
1866391	11/17/2021	Atkinson, Gemma S	01-5800	INST. Teacher		300.00
1866392	11/17/2021	Hernandez, Claudia	01-5862	Fingerprint- live scan		25.00
1866393	11/17/2021	Dale M Crane dbaAction Plumbing Maintenance	01-5800	OPEN PO Plumbing Repairs		285.00
1866394	11/17/2021	Alsco (American Linen)	13-5800	Open PO- BV	126.44	
				Open PO- TM	105.13	231.57
1866395	11/17/2021	Banerjea, Pia	01-4310	BASC-3 online		48.00

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1866396	11/17/2021	Buchanan Food Service	13-4710	OPEN PO: TM Food for Food Svc		445.94
1866397	11/17/2021	AT & T	01-5911	Open PO CALNET3		109.78
1866398	11/17/2021	Estrellita	01-4310	Instruction DI program		5,665.43
1866399	11/17/2021	TIAA Commerical Finance	01-5600	Copier Lease Contract # 2023517		312.46
1866400	11/17/2021	FedEx	01-5800	DO: Fedex Shipments		32.49
1866401	11/17/2021	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	425.22	
				M&O: Custodial Supplies @ ELC	3.56	
				M&O: Custodial Supplies @ TM	18.17	
				M&O; Custodial Supplies @ KW	1,099.43	
				M&O; Custodial Supplies @ MV	1,359.96	2,906.34
1866402	11/17/2021	Gold Star Foods, Inc.	13-4710	OPEN PO TM Food Supply		789.53
1866403	11/17/2021	Greenacre Homes	01-5800	NPS: AJL		5,030.58
1866404	11/17/2021	Home Depot USA INC	01-4380	Home Depot		9.83
1866405	11/17/2021	La Voz Bilingual Newspaper	01-5825			200.00
1866406	11/17/2021	Laminator.com	01-4350	Lamintor Rolls		430.44
1866407	11/17/2021	McGraw-Hill School Education Holdings, LLC	01-5800	California Wonders & Maravillas		2,769.23
1866408	11/17/2021	Office Depot Inc	01-4350	OPEN PO- District Office Supplies		78.01
1866409	11/17/2021	Presence Learning Inc	01-5800	SLP Services 2021/2022		11,231.00
1866410	11/17/2021	Pro-ed, Inc.	01-4310	Edmark Reading Program		745.37
1866411	11/17/2021	Ralph's Auto & Truck Services	01-5800	OPEN PO- Districts Truck Services		278.88
1866412	11/17/2021	Recology Sonoma Marin	01-5560	BUS BARN: -Garage 2021/2022		761.10
1866413	11/17/2021	Redwood Pediatric Therapy Asso	01-5800	Occupational Tehrapy Services		12,968.48
1866414	11/17/2021	RGM And Associates	21-6200	RGMK CM Services Agreement KS Modernization		16,000.00
1866415	11/17/2021	Riverside Assessments LLC	01-5100	Special Ed Assessment Material		121.51
1866416	11/17/2021	Santa Rosa City Schools	13-5100	Open PO-Meals for Kawana		18,495.00
1866417	11/17/2021	School Life, a division of imagestuff.com	01-4310	3D Students of the Month Bands		104.22
1866418	11/17/2021	Supply Solutions	01-5800	Alen Breathesmart Filter Replacement.		22,300.11
1866419	11/17/2021	T-Mobile	01-4400	Mobile Internet		4,400.00
1866420	11/17/2021	US Bank Equipment Finance	01-5632	Open PO - Copier at Kawana Springs	1,140.48	
			01-5858	OpenPO - Lease Bellevue School	231.10	1,371.58
1866421	11/17/2021	Verizon Wireless	01-4344	Verizon Wireless		216.75
1866422	11/17/2021	Verizon	01-4344	150 Hotspots		2,142.22
1867330	11/19/2021	Dale M Crane dbaAction Plumbing Maintenance	01-5800	OPEN PO Plumbing Repairs		427.00
1867331	11/19/2021	Greenback Gambit Inc	25-5800	Office Remodel Furniture		9,830.38
1867332	11/19/2021	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		467.58

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Checks Dated 10/09/2021 through 12/08/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1867333	11/19/2021	Banerjea, Pia	01-5800	Psychoeducational Assessments		4,800.00
1867334	11/19/2021	Citi Cards	01-5800	District Credit Card		3,507.77
1867335	11/19/2021	Coastline Distributors, Inc	13-4710	OPEN PO- TM - Fruit & Vegetable		507.10
1867336	11/19/2021	Center for the Collaborative Classroom	01-4310	SIPPS		86,635.25
1867337	11/19/2021	Fishman Supply Co	01-4370	M&O: Custodial Supplies @ TM	1,335.52	
			01-5832	Copy Paper	981.27	2,316.79
1867338	11/19/2021	Great America Financial Svcs	01-5858	OPEN PO-Postbase 45 mail machine	2.99	
			01-5950	OPEN PO-Postbase 45 mail machine	161.99	164.98
1867339	11/19/2021	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		503.00
1867340	11/19/2021	John Deere Financial	01-4380	Open PO- Maint and Grounds	1,153.43	
			01-4390	Open PO- Maint and Grounds	1,280.92	2,434.35
1867341	11/19/2021	Maria Gabriela Porter	01-5800	Speech Language 2020/2021		10,837.50
1867342	11/19/2021	Pearson Education, Inc	01-5800	Developmental Reading Asessments Material		36,120.93
1867343	11/19/2021	Soliant	01-5100	Speech Therapist & Speech Language Assistants		12,096.69
1867344	11/19/2021	Sonoma State University	01-5800	Intern Program		5,250.00
1867345	11/19/2021	TLCD Architecture	21-6200	KS Modernizaton Architecture		18,598.00
1867346	11/19/2021	Wilson Architecture Inc	25-6200	Bus Barn Repairs		3,085.00
1867347	11/19/2021	Brelje & Race Consulting Civil Engineers	21-6200	Retention		678.75
1867348	11/19/2021	Helmer & Sons, Inc	21-6200	Bellevue ES HVAC Improvement Project		45,804.25
1867349	11/19/2021	Kyle Craft	01-5800	District Wide Violin Instruction		1,600.00
1867939	11/24/2021	McMurtrie, Julie M	01-5800	Annual Reimbursement		300.00
1867940	11/24/2021	Jacobson, Margaret	01-4350	Sign Coat Drive		108.88
1867941	11/24/2021	SYNCB/Amazon	01-4310	Violin Supplies	17.18	
			01-4350	DO : Office Supplies Purchases	74.17	
			01-4390	West Horizontal Storage Rack	1,013.89	1,105.24
1867942	11/24/2021	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	512.12	
				KW- Student Milk	184.50	
				TM- Student Milk	408.84	1,105.46
1867943	11/24/2021	Center for the Collaborative Classroom	01-4310	Sipps		1,097.46
1867944	11/24/2021	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		93.40
1867945	11/24/2021	Emerald LLC	01-5800	ISA: A.F	2,555.92	
				ISA: D.W	929.44	
				ISA: J.R	2,960.04	
				ISA: R.S.V	1,091.10	
				ISA: V. R	1,454.76	
				ISA: Z. C	1,474.96	

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Checks Dated 10/09/2021 through 12/08/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1867945	11/24/2021	Emerald LLC		ISA:J.V.T	2,677.14	
				ISA:M.L	2,434.69	15,578.05
1867946	11/24/2021	Environmental Pump Services, Inc.	13-5800	Open PO-Grease Trap Service		125.00
1867947	11/24/2021	TIAA Commerical Finance	01-5600	Copier Lease Contract # 2023517	303.58	
				Lease Agreement for Copiers Acc# 20399421-1	1,273.10	1,576.68
1867948	11/24/2021	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	515.36	
				M&O: Custodial Supplies @ TM	369.16	
				M&O; Custodial Supplies @ DO	171.85	
				M&O; Custodial Supplies @ KW	37.69	1,094.06
1867949	11/24/2021	Friedman's Home Improvement	01-4380	Open PO General Dist Maint	25.56	
			01-4390	Open PO General Dist Maint	8.51	34.07
1867950	11/24/2021	Hitmen Termite and Pest Control, Inc.	01-5800	Open PO Pest Control		175.00
1867951	11/24/2021	Language People	01-5803	ELC- OPEN PO Interpreting services		1,098.32
1867952	11/24/2021	McGraw-Hill School Education Holdings, LLC	01-4310	6th grade Spanish	103.64	
				Glencoe Math	105.16	208.80
1867953	11/24/2021	Office Depot Inc	01-4310	21/22 Office & Students Supplies	2,285.13	
				Certificates Perfect Attendence	121.56	
				Office & School Supplies	403.59	
			01-4350	Binders	34.01	
				Chairs & Key Box	308.61	
				Office Supplies	42.62	
				OPEN PO- District Office Supplies	220.90	
				School Supplies	124.96	
			01-6400	Nurse Refrigerator	312.47	3,853.85
1867954	11/24/2021	University of Oregon Educational and Community Supp	01-5800	SWIS Annual License		1,400.00
1867955	11/24/2021	PG&E	01-5520	Open PO -PG & E		198.04
1867956	11/24/2021	San Joaquin County Office Of	01-5800	Open PO-EdJoin Services		800.00
1867957	11/24/2021	School & College Legal Service Sonoma County Office of Ed.	01-5800	Legal Training for SPED		75.00
1867958	11/24/2021	Sonoma County Office Of Educat ion	01-5200	Workshop		375.00
1867959	11/24/2021	Soliant	01-5100	Speech Therapist & Speech Language Assistants		39,872.31
1867960	11/24/2021	Spurr	01-5510	Open PO Spurr		1,166.24
1867961	11/24/2021	Wyatt Irrigation Supply	01-4390	M&O: Irrigation Supplies		737.96
1869081	12/03/2021	Department Of Industrual Relat ions	01-5800	E 1842604 SA		125.00

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ESCAPE ONLINE

Checks Dated 10/09/2021 through 12/08/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1869082	12/03/2021	Gerke, Stephanie D	01-5800	Teacher's Reimbursement		300.00
1869083	12/03/2021	Air Filter Control	01-5800	MERC-13 HVAC Filters		1,314.95
1869084	12/03/2021	Alsco (American Linen)	13-5800	Open PO- KS		60.74
1869085	12/03/2021	American Asphalt Repair Resurfacing CO	21-6200	Asphalt & Concrete @ MV		2,535.93
1869086	12/03/2021	Anova Education & Behavior	01-5800	NPS B.T		5,095.20
1869087	12/03/2021	Banerjea, Pia	01-5800	Psychoeducational Assessments		1,600.00
1869088	12/03/2021	Bella Painting	21-6200	Painting		2,315.00
1869089	12/03/2021	Bodil Wibe	01-5800	DO; Special Ed Physcial Therapy Services 2021/2022		450.00
1869090	12/03/2021	California's Valued Trust	01-9570	Coverage for Dec 2021		145,665.87
1869091	12/03/2021	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV		288.61
1869092	12/03/2021	Gold Star Foods, Inc.	13-4710	OPEN PO TM Food Supply		56.25
1869093	12/03/2021	Howard, Taras, MD	01-5800	Physician Consultation Services		70.00
1869094	12/03/2021	Sally J Yates dba Kids Hear	01-5800	Nursing Services 2021/2022		9,700.00
1869095	12/03/2021	Luther Burbank Center	01-4310	Ukulene # IU18-48		100.00
1869096	12/03/2021	Andre Randall Soileau dba Prime65	01-5911	IT: Telephone Service 2021/22		2,479.72
1869097	12/03/2021	RGM Kramer Inc	21-6200	Construction Management Services		24,463.56
1869098	12/03/2021	Schaefer Engineering Inc	21-6200	Spring ES 2021 Paving and Concrete Project		11,280.00
1869099	12/03/2021	Julie Burns	01-5803	Interpretation For Special Boad Meetings		625.00
1869100	12/03/2021	The Standard Insurance Co	01-9575	CT- 503007		1,662.37
1869101	12/03/2021	TLCD Architecture	21-6200	KS Modernizaton Architecture		59,226.50
1869102	12/03/2021	Verizon	01-5800	Support Internet Service		266.07
1869103	12/03/2021	Westminster Woods Camp and Conference Center	01-5833	Outdoor Education		1,700.00
1869104	12/03/2021	WEX BANK	01-4362	DO : Fuel Card		240.10
1869690	12/08/2021	Carol Hoover	01-5862	LIVE SCAN		25.00
1869691	12/08/2021	Aaction Rents	01-5600	Open PO: Rentals		330.72
1869692	12/08/2021	Dale M Crane dbaAction Plumbing Maintenance	01-5800	OPEN PO Plumbing Repairs		480.00
1869693	12/08/2021	Advanced Security Systems-SR	25-5800	Service Call Repair & Replacement		2,971.19
1869694	12/08/2021	Alsco (American Linen)	13-5800	Open PO- BV	54.29-	
				Open PO- KS	59.84	
				Open PO- MV	359.54	
				Open PO- TM	210.26	575.35
1869695	12/08/2021	Matthew Banchero	01-5800	OPEN PO: Tree Service for all Sites		1,130.00
1869696	12/08/2021	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc	1,574.74	
				OPEN PO: TM Food for Food Svc	2,830.75	

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Checks Dated 10/09/2021 through 12/08/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1869696	12/08/2021	Buchanan Food Service		OPEN PO: MV Food for Food Svc	1,853.67	6,259.16
1869697	12/08/2021	California IT in Education	01-5200	IT Conference Registration		500.00
1869698	12/08/2021	AT & T	01-5911	Open PO CALNET3		686.70
1869699	12/08/2021	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	1,226.24	
				KW- Student Milk	1,181.50	
				MV- Student Milk	1,111.50	
				TM- Student Milk	906.00	4,425.24
1869700	12/08/2021	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	1,156.05	
				OPEN PO- MV - Fruit & Vegetable	1,884.70	
				OPEN PO- TM - Fruit & Vegetable	1,199.20	4,239.95
1869701	12/08/2021	Division of the State Architect	21-6200	KS Modernization DSA Plan		82,800.00
1869702	12/08/2021	Engie Services U.S. Inc	21-6200	PV Demo System	10,326.00	
			25-6200	Solar Panel Repair	1,792.50	12,118.50
1869703	12/08/2021	Environment Control	01-5800	Cleaning Services		560.00
1869704	12/08/2021	ESP & Alarm Inc.	01-5805	Open PO BV Monthly Patrols	375.00	
				Open PO KS/ELC Monthly Patrols	750.00	
				Open PO MV Monthly Patrols	375.00	
				Open PO TM Monthly Patrols	375.00	1,875.00
1869705	12/08/2021	FedEx	01-5800	DO: Fedex Shipments		64.50
1869706	12/08/2021	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	610.90	
				M&O: Custodial Supplies @ TM	758.39	
				M&O; Custodial Supplies @ KW	336.12	
				M&O; Custodial Supplies @ MV	859.95	
			01-5800	M&O: Custodial Equipment Repairs	125.30	2,690.66
1869707	12/08/2021	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	3,952.72	
				OPEN PO MV Food Supply	4,374.40	
				OPEN PO TM Food Supply	3,539.60	11,866.72
1869708	12/08/2021	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		263.00
1869709	12/08/2021	Hitmen Termite and Pest Control, Inc.	01-5800	Pest Control Preventative Maintenance		190.75
1869710	12/08/2021	Home Depot USA INC	01-4380	Home Depot		175.14
1869711	12/08/2021	Kelly-Moore Paint Co Inc	01-4380	OPEN PO - Paint for all Sites		53.25
1869712	12/08/2021	Orange Cty Dept Of Ed	01-5200	English language Development-GLAD		1,906.30
1869713	12/08/2021	Andre Randall Soileau dba Prime65	01-5911	IT: Telephone Service 2021/22		2,430.09
1869714	12/08/2021	Marylou Herrera DBA Red Light Learning	01-5803	Translation Service		55.40
1869715	12/08/2021	Santa Rosa, City Of	01-5560	Open PO for Water bill BV	822.88	
				Open PO for Water bill MV & Spa	1,293.25	
			01-5858	Open PO for Water bill KW	1,150.55	

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Checks Dated 10/09/2021 through 12/08/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1869715	12/08/2021	Santa Rosa, City Of		Open PO for Water bill TM	2,684.39	5,951.07
1869716	12/08/2021	Soliant	01-5100	Speech Therapist & Speech Language Assistants		16,214.47
1869717	12/08/2021	Verizon Wireless	01-4344	Verizon Wireless		511.95
1869718	12/08/2021	West County Transportation	01-5833	Field Trip Pumpkin Patch# 26935		176.07
5408037	11/10/2021	Vincent E. Valladolid	Cancelled			282.55 *
		Cancelled on 11/17/2021, Cancel Register # PM211118				
				Total Number of Checks	**257**	**2,088,005.33**

	Count	Amount
Cancel	1	282.55
Net Issue		2,087,722.78

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	206	1,338,118.29
13	Cafeteria Fund	26	95,406.02
21	Building Fund	19	629,476.40
25	Capital Facilities Fund	6	24,722.07
	Total Number of Checks	**256**	2,087,722.78
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**2,087,722.78**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Bellevue Union School District

Consent Calendar for Board Meeting of December 14, 2021

8. Consent Calendar

- 8.1. Board Meeting Minutes
  - 8.1.1. Regular Board Meeting Minutes November 16, 2021
- 8.2. Acknowledge and Accept Grants/donations
  - 8.2.1. Shamrock Materials (of Petaluma)/a Vulcan Materials Company - 100 pairs of shoes & 500 pairs of socks - Taylor Mountain
  - 8.2.2. Starbucks (Santa Rosa Ave. & Yolanda location) - 8 travelers of coffee, 2 gallons of 1/2 and 1/2, sweeteners, cups, lids, and stirrers for 100 individuals - District Wide Professional Development
  - 8.2.3. Operation Christmas Tree, 7 trees, tree stands & sparkling lights - Taylor Mountain
- 8.3. Interdistricts 2021-22
- 8.4. Personnel Activity Log

Recommended Action:
It is recommended that the Board of Trustees approve the agenda items on the Consent Calendar.

Supporting Documents:
Backup documentation for each item on the Consent Calendar.

BUSD November 16, 2021 Board Meeting Minutes

1. Open Session 5:30 P.M.

   The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:34 pm by Trustee Adele Walker, In person at the Bellevue Union School District Office & Streamed Live Via Zoom on the BUSD Homepage.

   1.1. Call To Order

   1.2. Public Comment on Closed Session Agenda None

2. Adjourn To Closed Session: 5:35 P.M.

   2.1. Closed Session Agenda

   ~~2.1.1. Consideration of Student Matter – Confidential Matter Involved §35146~~
   ~~2.1.1.1. Interdistrict Attendance Permit Appeals~~
   2.1.2. Public Employment § 54957

3. Reconvene To Regular Session: 6:49 P.M.

   3.1. Flag Salute: John Jarvis led the flag salute.

Members Present:	Adele Walker, Stephanie Merrida-Grant, Jamie Padilla, Lisa Reyes, John Jarvis and David Alexander
Members Absent:	None
Late Arrivals:	Lisa Reyes
Early Departures:	None
District Office Staff Present:	David Alexander, Moriah Hart, Chris Kim, Tracy Whitaker, Roger Farrell, Aracely Romo-Flores
Others Present:	See attached screen shot

   3.2. Report on Closed Session None

   3.3. Consider Agenda Adjustment Remove 2.1.1

4. Public Comment: None

5. Hearing

5.1. Educator Effectiveness Block Grant

6. Information

6.1. COVID-19 Updates, Tracy Whitaker, Director of Student Services & BUSD COVID-19 Coordinator
6.2. Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations 1st Reading, David Alexander, Ed.D., Superintendent

7. Action

7.1. On a motion by John Jarvis, second by Lisa Reyest, the Board approved December 14, 2021 for the Annual Organizational Meeting

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

7.2. On a motion by Jamie Padilla, second by John Jarvis, the Board approved the Governance Handbook

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

7.3. On a motion by Stephanie Merrida-Grant, second by Jamie Padilla, the Board approved the Memo of Understanding with Bellevue Education Association (BEA) with Bellevue Union School District (BUSD) Regarding Changes in Working Conditions Related to COVID-19

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

7.4. On a motion by Lisa Reyes, second by John Jarvis, the Board approved the SPSAs (School Plan for Student Achievement) for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary and Taylor Mountain Elementary

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

7.5. Ratification of Bills and warrants

Payroll Totals

Manual Payroll 10/19/2021
Certificated: $875
Classified: $0
Total: $875

Regular Payroll 10/29/2021
Certificated: $724,462.46
Classified: $295,152.43
Total: $1,019,614.89

Supplemental Payroll 11/10/2021
Certificated: $24,695.80
Classified: $28,573.52
Total: $53,269.32

Total: $1,073,759.21

Accounts Payable Totals:

Fund Description	Expensed Amount
01 General Fund	786,522.33
13 Cafeteria Fund	37,542.01
21 Building Fund	354,320.19
25 Cap Facilities Fund	7,043.00
Total Payables	$1,185,427.53

On a motion by John Jarvis, second by Lisa Reyes, the Board ratified the Bills and Warrants.

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

8. Consent Calendar

8.1. Board Meeting Minutes
8.1.1. Regular Board Meeting Minutes October 19, 2021
8.2. Acknowledge and Accept Grants & Donations
8.2.1. Donors Choose: Keeping Kids Current Scholastic News Subscription for all of 6th grade: $543, Bellevue Elementary School - Bridges
8.2.2. Donors Choose: Books and Board Games for Bridges, AR books and Indoor recess games: $529, Bellevue Elementary School - Bridges
8.2.3. Donors Choose: Arts and Crafts Are Good for the Soul: $734, Bellevue Elementary School - Logston
8.2.4. Donors Choose: Learning About Our World With Scholastic News: $264, Bellevue Elementary School - Logston
8.2.5. Donors Choose: A Place for Everything, and Everything in Its Place (classroom organizational materials, binders, highlighters, magnets): $346, Bellevue Elementary School - Simpson
8.2.6. Donors Choose: It's Raining, It's Pouring, Our Old Toys Are Boring (indoor recess games, play-doh, puzzles, Lego): $308, Bellevue Elementary School - Simpson
8.2.7. Donors Choose: Let's get rewarding (classroom prizes): $200, Bellevue Elementary School - Ballard
8.2.8. Donors Choose: Reading pointers for all seasons: $192, Bellevue Elementary School - Lewis
8.2.9. Donors Choose: Christmas Art projects: $220, Bellevue Elementary School - Lewis
8.2.10. Donors Choose: Audio Speaker system: $100, Bellevue Elementary School - Lewis
8.2.11. Donors Choose: Laminator for in class projects: $202, Bellevue Elementary School - Lewis
8.2.12. Donors Choose: Headphones for the class: $378, Bellevue Elementary School - Lewis
8.2.13. Grant: Adopt a Classroom/Burlington - Recess Supplies: $1,000, Bellevue Elementary School- Boyce
8.2.14. Grant: NFL Flag in School: $450, Bellevue Elementary School - Boyce
8.2.15. Grant: Adopt a Classroom: Books in Spanish: $100, Bellevue Elementary School - Bridges
8.3. Personnel Activity Log

On a motion by Lisa Reyes, second by John Jarvis, the Board approved the Consent calendar

Action: Approved

Vote	5	Ayes

	0	Noes
	0	Absent

9. Reports

9.1. California School Employees Association, Chapter 501
N/A

9.2. Bellevue Education Association
N/A

9.3. Principal Report
Principal's Report: J. Walker, Meadow View

Good Evening Dr. Alexander and Members of the Board. Here we are a third of the way through the school year and the Holidays upon us. It's hard to believe we are here already…..the days continue to fly by.

We wanted to update you on our Academic focus for this month:

We are continuing to work with the PLC Network. The focus of this year includes discussing the value of clarity and progress monitoring the PLC process for continuous improvement.

Teachers have completed trimester 1 assessments. Over the next few weeks, staff will analyze this data and determine how to modify intervention groups with paraprofessionals to continue to offer literacy support for our students with the greatest needs.

Teachers are holding parent-teacher conferences. We'd like to thank our teachers for their work: sharing the important information in regards to students' academic successes, next steps for at school and at home, and language development. This time is priceless and supports the partnership between the school and home connection.

Thanks to Aracely's guidance, all certificated staff were offered the opportunity to participate in a professional development day with Jenn Guerro and Lauren Ridgway. Some teachers were able to learn strategies for English Language Development, while others received training in SIPPS which teachers will implement during core literacy time.

Community and Engagement:

As you all know, we ended the first trimester with community events and celebrations that included costumes parades,trunk or treats, and dia de los muertos displays.

Each site continues to find ways to honor students, build community, and engage our learners. Whether it's forming Student Councils, hosting a book fair, student of the month shout-outs, perfect attendance recognition awards, we are dedicated to keeping family and student engagement a priority.

So with that said, we are heading into this Thanksgiving Break feeling very grateful for our amazing school community and for our jobs. We love what we do and are so grateful for the opportunity to support all members of our school community.

9.4. Board Reports/Board Items

9.4.1. Correspondence

Jamie Padilla wished everyone a Happy Thanksgiving and hoped everyone would get some rest. We're on the final leg before winter break. She also thanked everyone for their hard work and perseverance.

The rest of the board chimed in their agreement with Ms. Padilla's words.

9.5. Superintendent Report

9.5.1. Enrollment Update

Superintendent Alexander kept it short and sweet by agreeing with Ms. Padilla as well.

10. Planning

December 14, 2021	Regular Board Meeting	5:30 pm	In person at the Bellevue Union School District Office and live streamed via Zoom linked on the District's Homepage: www.busd.org

~~11. Returned to Closed Session~~

Open Session Adjournment Time: 7:24 pm

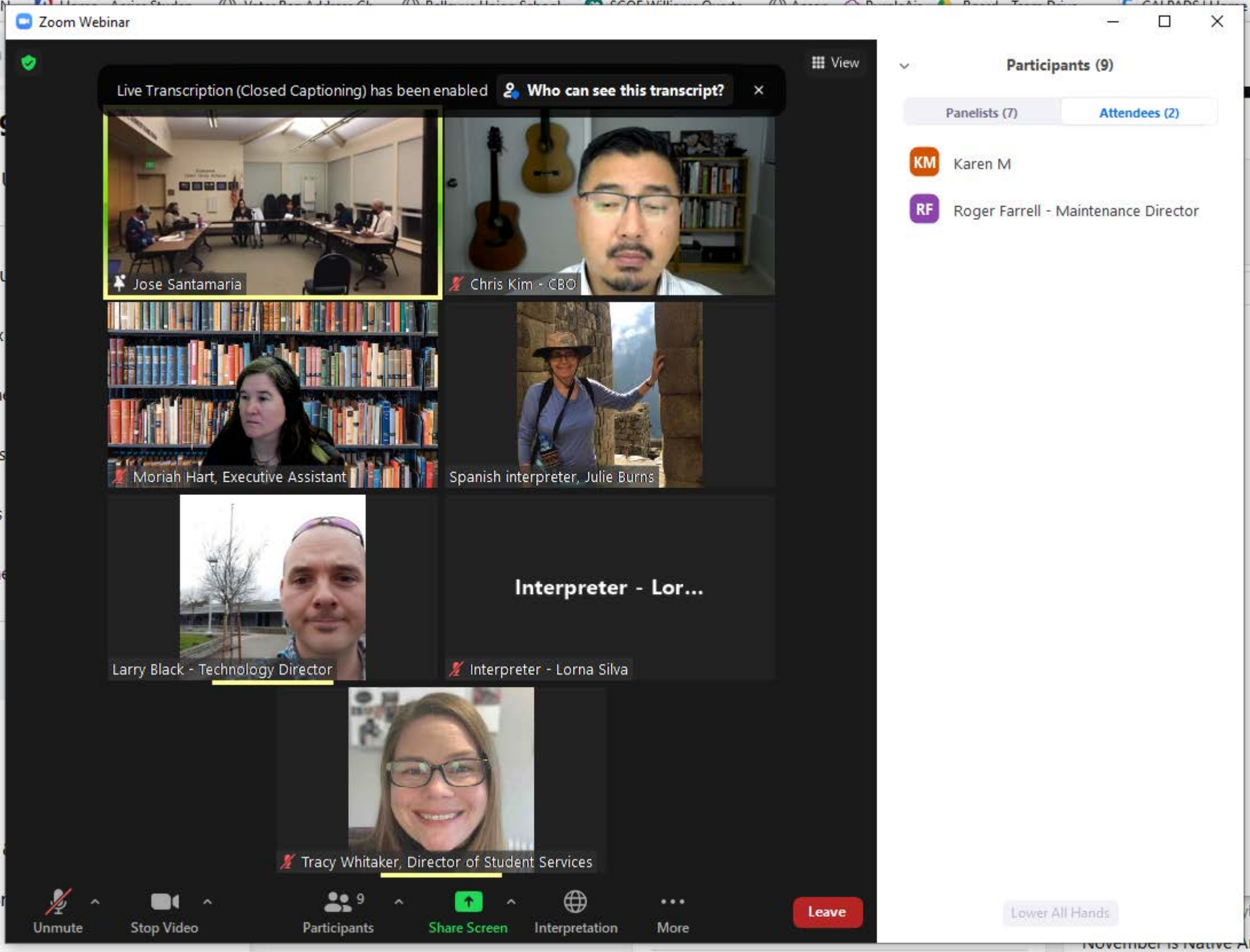
Respectfully Submitted,

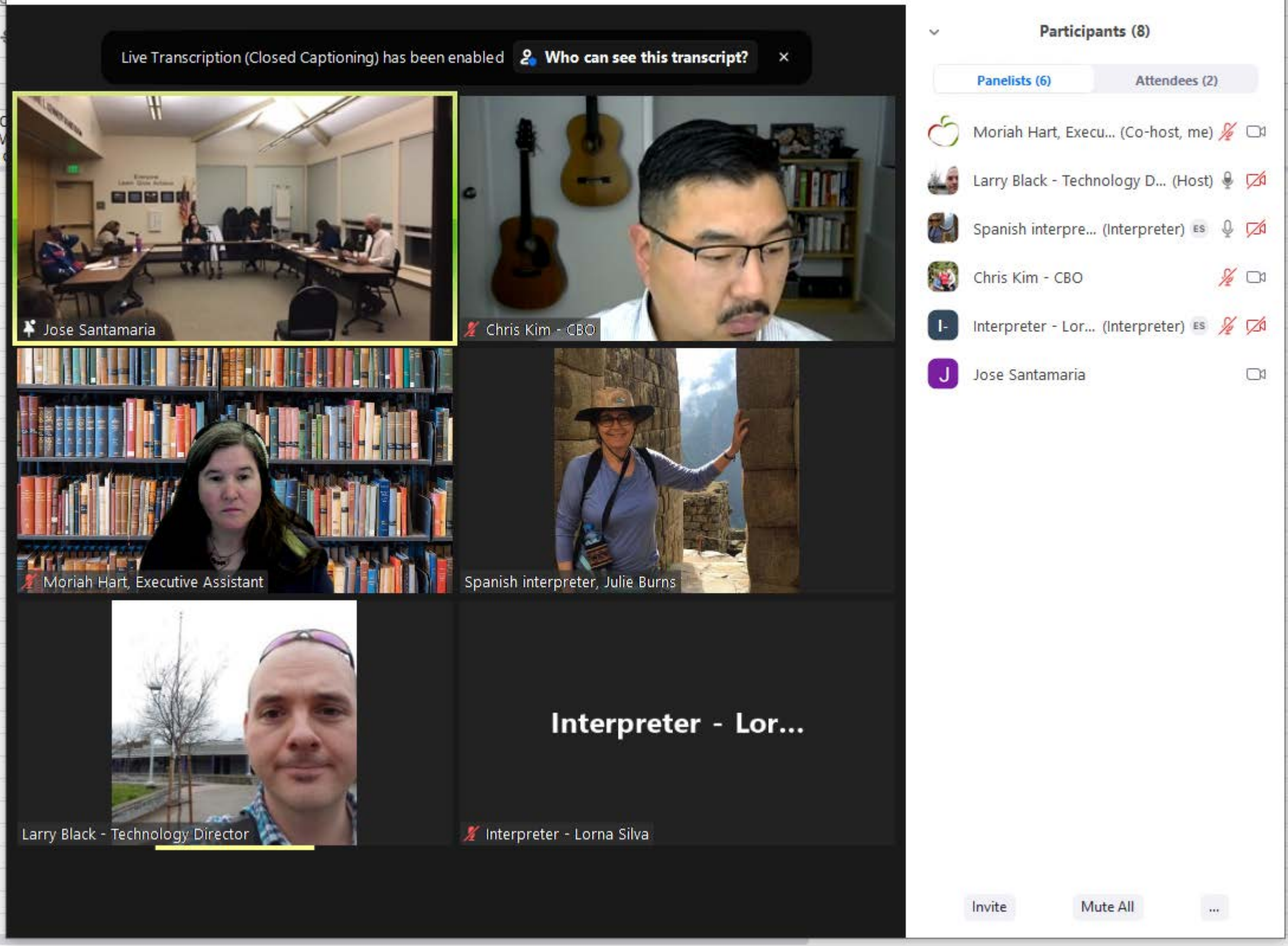
By David Alexander, Ed.D.
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

Bellevue Union School District
Board Meeting
Tuesday November 16, 2021
Sign-in Sheet

	Name	School Site/Community Member
1		
2		
3		
4		
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7		
8		
9		
10		
11		
12		
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14		
15		
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20		
21		
22		


Zoom Webinar
View
Live Transcription (Closed Captioning) has been enabled
Who can see this transcript?
Jose Santamaria
Chris Kim - CBO
Moriah Hart, Executive Assistant
Spanish interpreter, Julie Burns
Larry Black - Technology Director
Interpreter - Lor...
Interpreter - Lorna Silva
Tracy Whitaker, Director of Student Services
Participants (9)
Panelists (7)
Attendees (2)
KM
Karen M
RF
Roger Farrell - Maintenance Director
Unmute
Stop Video
Participants
9
Share Screen
Interpretation
More
Leave
Lower All Hands


Zoom Webinar
Live Transcription (Closed Captioning) has been enabled
Who can see this transcript?
Jose Santamaria
Chris Kim - CBO
Moriah Hart, Executive Assistant
Spanish interpreter, Julie Burns
Larry Black - Technology Director
Interpreter - Lor...
Interpreter - Lorna Silva
Participants (8)
Panelists (6)
Attendees (2)
Moriah Hart, Execu... (Co-host, me)
Larry Black - Technology D... (Host)
Spanish interpre... (Interpreter)
Chris Kim - CBO
Interpreter - Lor... (Interpreter)
Jose Santamaria
Invite
Mute All

School Year	GR	District of Residence	District Requested	School Requested	Reason	Incoming or Outgoing?	Recommendation based upon BP5117	Date of Board Meeting	Expires
2021-22	TK	Bellevue	Old Adobe	La Tercera	Sibling w/ IDT	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	2	Rincon Valley	Bellevue	Kawana Springs	Dual Immersion	incoming	Approved	12/14/2021	06/30/2027
2021-22	5	SRCS	Bellevue	Meadow View	Sibling w/ IDT	incoming	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Rincon Valley	Matanzas	Work	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	CRPUSD	Monte Vista	Sibling w/ IDT	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	2	Bellevue	CRPUSD	Monte Vista	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	CRPUSD	Bellevue	Taylor Mountain	Work	Incoming	Approved	12/14/2021	06/30/2027
2021-23	6	CRPUSD	Bellevue	Taylor Mountain	Work	Incoming	Approved	12/14/2021	06/30/2027
2021-22	6	SRCS	Bellevue	Kawana Springs	Continuing Student	Incoming	Approved	12/14/2021	06/30/2027
2021-22	5	Bellevue	West County	Brookhaven Mid	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	4	CRPUSD	Bellevue	Meadow View	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	Bellevue	CRPUSD	Lawrence Jones	Change in Social Environment	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Old Adobe	Bellevue	Taylor Mountain	Work	Incoming	Approved	12/14/2021	06/30/2027
2021-22	K	Old Adobe	Bellevue	Taylor Mountain	Work	Incoming	Approved	12/14/2021	06/30/2027
2021-22	2	Bellevue	SRCS	Luther Burbank	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	5	CRPUSD	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	12/14/2021	06/30/2027
2021-22	TK	Bellevue	SRCS	James Monroe	Sibling w/ IDT	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	Bellevue	SRCS	James Monroe	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	3	Bellevue	SRCS	James Monroe	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	TK	Bellevue	SRCS	Luther Burbank	Sibling w/ IDT	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	TK	Bellevue	SRCS	Luther Burbank	No TK program at school site	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Roseland	Sheppard	Sibling w/ IDT	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	Bellevue	Bennett Valley	Strawberry	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Bennett Valley	Yulupa	Sibling w/ IDT	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	4	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	12/14/2021	06/30/2027
2021-22	1	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	12/14/2021	06/30/2027
2021-22	5	Bellevue	Waugh	Corona Creek	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	5	Bellevue	Alexander Valley	Alexander Valley	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	3	Bellevue	Alexander Valley	Alexander Valley	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	2	Wright	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	12/14/2021	06/30/2027
2021-22	4	Wright	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	SRCS	Hidden Valley	Sibling w/ IDT	Outgoing	Approved	12/14/2021	06/30/2027

2021-22	5	Bellevue	SRCS	Hidden Valley	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	2	Bellevue	SRCS	Hidden Valley	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	SRCS	Bellevue	Kawana Springs	Continuing Student CALPADs verified	Incoming	Approved	12/14/2021	06/30/2027
2021-22	2	SRCS	Bellevue	Kawana Springs	Dual Immmersion	Incoming	Approved	12/14/2021	06/30/2027
2021-22	4	Bellevue	Waugh	Corona Creek	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	1	Bellevue	Waugh	Meadow Elemen	Sibling with Approved Interdistrict	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	4	Bellevue	Waugh	Meadow Elemen	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Mark West	Mark West	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Rincon Valley	Sequoia	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	2	Bellevue	Mark West	Mark West	Employment verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	1	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Bennett Valley	Yulupa	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	4	Bellevue	Bennett Valley	Strawberry	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Wright	RL Stevens	Sibling with Approved Interdistrict	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	1	Bellevue	Wright	RL Stevens	Continuing Student CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Sebastopol	Parkside	Sibling with Approved Interdistrict	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	1	Bellevue	Waugh	Corona Creek	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	4	Bellevue	Waugh	Corona Creek	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	1	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	12/14/2021	06/30/2027
2021-22	6	Bellevue	CRPUSD	John Reed	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	3	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	12/14/2021	06/30/2027
2021-22	TK	Bellevue	Twin Hills	Apple Blossom	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	2	Bellevue	Twin Hills	Apple Blossom	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	4	Bellevue	Twin Hills	Apple Blossom	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	Bellevue	Gravenstein	Hillcrest Middle S	Sibling, Transportation	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Roseland	Bellevue	Meadow View	moving	Incoming	Approved	12/14/2021	06/30/2027
2021-22	5	Bellevue	Rincon Valley	Madrone	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	5	SRCS	Bellevue	Kawana Springs	Continuing Student - CALPADs verified	Incoming	Approved	12/14/2021	06/30/2027
2021-22	K	SRCS	Bellevue	Kawana Springs	Continuing Student - CALPADs verified	Incoming	Approved	12/14/2021	06/30/2027
2021-22	TK	Bellevue	Roseland	Roseland	Sibling with Approved Interdistrict	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	5	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	12/14/2021	06/30/2027
2021-22	4	CRPUSD	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Wright	RL Stevens	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	CRPUSD	Bellevue	Kawana Springs	Continuing Student - CALPADs verified	Incoming	Approved	12/14/2021	06/30/2027
2021-22	K	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	12/14/2021	06/30/2027
2021-22	6	Sebastopol	Bellevue	Kawana Springs	Continuing Student - CALPADs verified	Incoming	Approved	12/14/2021	06/30/2027
2021-22	6	Bellevue	CRPUSD	Marguerite Hahn	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027

2021-22	TK	Bellevue	Wright	RL Stevens	Sibling with Approved Interdistrict	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Wright	RL Stevens	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Wright	Bellevue	Taylor Mountain	School of Residency Does not Provide SD	Incoming	Denied	12/14/2021	06/30/2027
2021-22	TK	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Roseland	Sheppard	Transportation	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	Roseland	Bellevue	Meadow View	Continuing Student - CALPADs verified	Incoming	Approved	12/14/2021	06/30/2027
2021-22	2	Roseland	Bellevue	Meadow View	Continuing Student - CALPADs verified	Incoming	Approved	12/14/2021	06/30/2027
2021-22	TK	Bellevue	Bennett Valley	Yulupa	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	TK	Bellevue	Mark West	Mark West	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	1	Bellevue	Mark West	Mark West	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	3	Bellevue	Roseland	Sheppard	Other: Medical	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Bennett Valley	Yulupa	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	2	Bellevue	Wright	RL Stevens	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Wright	RL Stevens	On way to parents work on College Ave	Outgoing	Denied	12/14/2021	06/30/2027
2021-22	3	Bellevue	Wright	RL Stevens	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	3	Mark West	Bellevue	Taylor Mountain	Continuing Student	Incoming	Denied	12/14/2021	06/30/2027
2021-22	1	Mark West	Bellevue	Taylor Mountain	Continuing Student	Incoming	Approved	12/14/2021	06/30/2027
2021-22	TK	Bellevue	SRCS	Proctor Terrace	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	3	Bellevue	Windsor	Brooks	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	TK	Bellevue	Roseland	Roseland	Childcare by Family verified/Employment (	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	TK	Bellevue	Rincon Valley	Madrone	Can enroll now for TK plus/Childcare by Fa	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	4	Bellevue	Gravenstein	Gravenstein	Siblings/Transportation	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	1	Roseland	Bellevue	Meadow View	Continuing Student - CALPADs verified	incoming	Approved	12/14/2021	06/30/2027
2021-22	4	Roseland	Bellevue	Meadow View	Continuing Student - CALPADs verified	incoming	Approved	12/14/2021	06/30/2027
2021-22	2	CRPUSD	Bellevue	Taylor Mountain	Childcare by Family verified	Incoming	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	5	SRCS	Bellevue	Bellevue	Continuing Student - CALPADs verified	Incoming	Denied	12/14/2021	06/30/2027
2021-22	K	SRCS	Bellevue	Bellevue	Childcare by Family verified	Incoming	Denied	12/14/2021	06/30/2027
2021-22	5	Bellevue	CRPUSD	Marguerite Hahn	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	2	Bellevue	Roseland	Roseland Creek	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	1	Bellevue	CRPUSD	Evergreen	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	Bellevue	Wright	RL Stevens	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	Bellevue	Roseland	Roseland	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	1	Bellevue	SRCS	Luther Burbank	Sibling with Approved Interdistrict	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	3	Bellevue	SRCS	Luther Burbank	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Roseland	Roseland Creek	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027

2021-22	K	Bellevue	Roseland	Roseland	Sibling with Approved Interdistrict	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Roseland	Roseland	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	TK	Bellevue	Wright	RL Stevens	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	3	Bellevue	Wright	RL Stevens	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Wright	RL Stevens	Sibling with Approved Interdistrict	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	4	Bellevue	Wright	RL Stevens	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	TK	Bellevue	Sebastopol	Parkside	Sibling with Approved Interdistrict	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	Roseland	Bellevue	Meadow View	Continuing Student - CALPADs verified	Incoming	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	TK	Bellevue	SRCS	Luther Burbank	Sibling with Approved Interdistrict	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	SRCS	Bellevue	Meadow View	Change in social enviroment (returing to p	Incoming	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Roseland	Roseland	Employment in district - verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Piner Olivet	Jack London	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	Bellevue	Rincon Valley	Madrone	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	6	Bellevue	Wright	RL Stevens	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	3	Bellevue	Roseland	Roseland Creek	Childcare by Family verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	Roseland	Roseland	Sibling with Approved Interdistrict	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	1	SRCS	Bellevue	Taylor Mountain	Employment in district - verified	Incoming	Approved	12/14/2021	06/30/2027
2021-22	4	Bellevue	SRCS	Lincoln	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	2	Bellevue	SRCS	Lincoln	Continuing Student - CALPADs verified	Outgoing	Approved	12/14/2021	06/30/2027
2021-22	K	Bellevue	CRPUSD	Marguerite Hahn	Sibling with Approved Interdistrict	Outgoing	Approved	12/14/2021	06/30/2027

Bellevue Union School District Personnel Activity Log

For the period: November 16, 2021 to December 13, 2021
Date of Board Approval: December 14, 2021

Employment

Classified:

1. BryAnne Cameron, 0.625 FTE RSP IA, Taylor Mountain Elementary
   Effective: TBD

2. Laura Cervantes, 0.3125 FTE, Student Supervision, Taylor Mountain Elementary
   Effective: 12/9/2021

3. Sylvia Quinonez, 0.125 FTE, Dishwasher, Bellevue Elementary School
   Effective: 1/6/2022

Certificated:

1. Cyndi Chapman, 1.0 FTE, Teacher, Meadow View Elementary
   Effective: 1/3/2022

2. Karla Hess, 1.0 FTE, Teacher, Meadow View Elementary
   Effective: 1/3/2022

Change of Contract

Nothing to report at this time

Resignations:

Classified:

1. Alma Perez Ramirez, .625 FTE RSP IA and .1875 FTE Student Supervisor, Taylor Mountain
   Effective: 11/19/2021

2. Miriam Lopez, 0.625 FTE SPED IA, Bellevue Elementary
   Effective: 12/17/2021

3. Jennifer Spain, 0.125 FTE, Dishwasher, Bellevue Elementary
   Effective: 1/7/2022

Retirements:

Nothing to report at this time

Sonoma County
Office of Education
5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2600 | scoe.org

November 18, 2021

David Alexander, Superintendent
Bellevue Union School District
3150 Education Drive
Santa Rosa, CA 95407

Dear David:

Thank you for your efforts in developing Bellevue Union's ESSER III plan, and ensuring the plan is closely aligned with related strategic planning processes for your district.

Bellevue Union's ESSER III plan includes broad input from stakeholders from the community your district serves; research-based investments in learning conditions that address the social-emotional needs of all students; and a strategic prioritization of supports for students and families who have been most negatively impacted by COVID19.

Thank you for submitting your Elementary and Secondary School Emergency Relief (ESSER) plan. After a complete review by the Fiscal and Educational Services teams at the Sonoma County Office of Education, it has been determined that your district's ESSER III Plan **meets all of the requirements** outlined by the American Rescue Plan (ARP) and is approved. Please retain this letter for your records. If you have any questions, please feel free to contact us.

Thank you,

Mary Downey
Deputy Superintendent, Business Services
(707) 524-2631 | mdowney@scoe.org

Jennie Snyder, Ed.D.
Deputy Superintendent, Instructional Services
(707) 524-2786 | jsnyder@scoe.org

Steven D. Herrington | Sonoma County Superintendent of Schools
Board of Education | Gina Cuclis, Herman G. Hernandez, Peter Kostas, Andrew Leonard, Lisa Wittke Schaffner

BELLEVUE UNION SCHOOL DISTRICT

Current Enrollment

School	8/12/2021	9/13/2021	10/13/2021	11/3/2021	12/14/2021	1/11/2022	2/6/2022	3/6/2022	4/14/2022	5/13/2022	6/5/2022
Bellevue	392	385	392	391	385						
Kawana	305	289	287	287	286						
Meadow View	384	374	375	375	376						
Taylor Mountain	406	414	413	416	419						
Independent Study	0	19	23	23	20						
Total Enrollment	**1487**	**1481**	**1490**	**1492**	**1486**	**0**	**0**	**0**	**0**	**0**	**0**

Census Day (CalPADS/LCFF) Enrollment (1st Wednesday of October)

School	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
District	1736	1786	1769	1802	1753	1691	1616	1596	1539	1490	
Charter	0	37	71	94	145	144	0	0	0	0	
Total Enrollment	**1736**	**1823**	**1840**	**1896**	**1898**	**1835**	**1616**	**1596**	**1539**	**1490**	**TBD**

Attendance (P2, Average Attendance over 8 Months) Reported in the Month of April

School	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2020/22	2021/23	2020/23
Bellevue	403	406	391	366	387	397	376				
Kawana	388	381	365	337	337	322	321				
Meadow View	397	409	425	437	406	382	353				
Taylor Mountain	502	503	483	456	413	415	381				
District Attendance	**1690**	**1699**	**1664**	**1597**	**1543**	**1517**	**1430**	**TBD**	**TBD**	**TBD**	**TBD**
% Attendance	*95.52%*	*94.26%*	*94.92%*	*94.41%*	*95.46%*	*95.02%*	*92.94%*				
Charter	76	105	131	141	0	0	0	0	0	0	0
With Charter	**1765**	**1803**	**1794**	**1737**	**1543**	**1517**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
% Attendance	*95.94%*	*95.12%*	*94.54%*	*94.69%*	*95.46%*	*95.02%*					

Updated: 12/7/21